Washington State
Healthy Youth Survey

Data Analysis & Technical Assistance Manual

WASHINGTON STATE DEPARTMENT OF HEALTH

Healthy Youth Survey
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Introduction

Purpose

- Establish standard methods for analysis of Healthy Youth Survey (HYS) for simple frequency and crosstab analyses
- Support STATA programming – the concepts can be translated into other software languages by users, we will focus on STATA, Version 9

Audience

People who conduct or request analysis of HYS data:

- Department of Health (DOH) epidemiology/research staff
- Department of Social and Health Services (DSHS)/Division of Alcohol and Substance Abuse (DASA) or other state agency research
- Local Health Jurisdiction staff
- Other community partners
- Researchers (University of Washington (UW) or others)
- Graduate students (projects)

Uses

This manual was developed to be used by a variety of people

- Experienced or novice STATA users new to the HYS
- People familiar with the HYS but new to STATA

While this manual provides basic information about analyzing the HYS, it is by no means exhaustive. Nor does it present the only or the best way to run analyses. As STATA users know, there are multiple ways to program to achieve the same results.

Manual Layout

This manual is accompanied by examples of STATA coding and tables and charts. In the manual STATA coding and output are formatted as:

STATA coding is highlighted in grey

STATA output is in black boxes

This manual includes references to other sections of this document or to outside websites. References to outside websites do not imply endorsement by DOH.

The manual is divided up into the following sections:

1. HYS Overview
    - provides a brief overview of the survey, its history and goals
2. Getting Access to HYS Data
    - describes our data sharing agreements and terms of use
3. Useful STATA Commands and Options
4. Tips for Working with Common Variables
    - describes common HYS variables including demographic, 30 day and lifetime substance use, calculated and computed variables, and risk and protective factors. Also provides variable coding.
5. Data Analysis – Quick Examples
    - provides a few quick examples of how to run crosstab analyses in STATA using state data, county sample, census or mixed data, and ESD data
    - includes "do files" in the appendices and on cd to practice examples in STATA
6. Data Analysis – Detailed State Sample Examples
    - describes how to set up STATA for different types of data, how to explore your data, transform it and run some simple analyses
    - includes "do files" in the appendices and on a cd to practice running state sample data examples in STATA
7. Adding Data
    - describes how to add additional data to your HYS dataset
8. Comparing State and Local Data
    - describes how to compare local data to the state depending on they type of data you have
9. Comparing Years of Data
    - describes how to add compare multiple years of data
10. Checking Findings with the HYS Website
    - describes the information available on the DOH HYS website and how to use it to verify your analysis results
11. Displaying results
    - provides some tools to help you display the results of your STATA analysis
    - includes an Excel file on cd with sample tables and charts
    - includes a "do file" in the appendices and on cd to practice graphing in STATA
12. Web Resources

Issues in Analyzing Healthy Youth Survey Data

The Healthy Youth Survey is a large-scale effort and involves a number of complexities which affect data analysis. These issues are discussed throughout this manual and are also summarized below. These issues include:

- Complex sampling designs and survey designs that vary between geographic areas
- Multiple forms of the questionnaire
- Surveying particular grades
- Response rates and valid survey rates, which are estimated based on available data before final enrollments become available

Sampling Designs

The Healthy Youth Survey is intended to provide information about students in public schools at a variety of geographic levels: state, county, Educational Service District (ESD), district, and school (or in the case of small schools, groups of schools). The design for these different geographic levels varies. For small groups, such as schools, school districts, and small counties, a census design is used in which all students in that area are asked to participate. For larger groups, in order to increase efficiency, we use a complex sampling design in which we select random samples of schools and then recruit all students in the grades of interest in participating schools. In the absence of drawing a sample, we assume a census design for the purpose of analysis.

State level.

At the state level, in order to efficiently provide information that is representative of students in public schools statewide, we select three simple random samples of public schools in the state containing grades 6, 8, and 10/12, and recruit those schools for the state sample. All of the students in these sampled schools in the surveyed grades are asked to participate. This "clustered" sampling design reduces student to student variability because students in the same school may tend to answer survey questions in similar ways; that is, the data are correlated within schools. We adjust for the clustered design by using a statistical program developed to analyze data from complex sampling designs. Since the sample is drawn by randomly selecting schools within grades, the grade/school combination (schgrd) is the primary sampling unit (PSU). (On non-identified data sets, schgrd is replaced by a sequential variable called "psu" that is converted from schgrd to remove identifying information.)

Using a statistical analysis that incorporates the design used and designating the PSU is necessary in order to obtain correct standard errors, confidence intervals, and significance tests. Using an analysis that adjusts for the clustered sampling design compensates for the reduced variability due to intra-correlation within schools and provides error estimates that should approximate what would have been obtained with a simple random sample. Not accounting for PSUs will generally underestimate

the variability in the sample and give you lower standard errors and narrower confidence intervals.

Local levels.
To produce local results, schools not selected for the state sample are also invited to participate in the survey. Most local data assume a census design, in which all students in the grades of interest in that area would ideally participate. In order to use these data to generalize beyond the particular students surveyed (e.g., to intervening years or to students who may have not been surveyed) these data can be analyzed and confidence intervals obtained by using a random sample design. In these cases, the PSU is the individual student so you do not need to set a PSU and you can use any statistical program.

In large counties, where there will be a gain in efficiency by drawing a sample instead of a census design, county level samples are drawn. The criteria for drawing a sample at a particular grade in a county is that there need to be at least 30 schools in the county containing that grade. County samples are drawn by beginning with schools selected for the state sample in that county and adding an additional random sample of schools. When analyzing counties with county samples, the school building is designated as the PSU to compensate for the clustering effect (just like in the state sample).

Combined levels.
In order to combine data from geographic areas that used different sampling designs (such as ESDs which include both sampled and census counties, or comparisons between a census county and the state sample) more complicated approaches may be necessary. Also, although the individual samples are designed to be self-weighting, combining data using different designs may require weighting the data. See the instructions below for setting up your data for analysis and how to designate the PSU depending on your specific data.

NOTE: For more information on sampling design see the Sampling section. For more information on data analysis depending on your sampling design see the General Set Up for Survey Analysis section

Comparisons of County and State Data.
Schools are both in a county and the state, and so there is necessarily overlap between county and state data. Thus, when comparing a county to the state, there are two ways to do the comparison: (1) compare the county sample to the entire state sample, including schools from that county. Since some schools are in both samples, the samples are technically not independent of each other. (2) Compare the county sample to a sample consisting of schools from all other counties.

For most counties, the number of schools that are in both samples is generally too small to raise a concern - both options will give similar results. A comparison of the county to the entire state sample is usually easier to carry out, and that is the approach we take in developing reports.

In some cases, the overlap between state and county data may be sufficient to cause a problem. For example, in King County in 2004, the state sample included enough King County schools containing grade 6 so that a supplemental county sample was not needed. The King County schools also comprised a relatively high proportion of the state sample data. In this case it might be better to compare King county schools to the state minus King county.

NOTE: For more information see the Comparing State and Local Data section.

Multiple Forms of the Questionnaire
In order to include a large number of questions on the surveys, we use three versions of the questionnaires: one version for grade 6, and two versions (A and B), given in alternating order, for grades 8, 10 and 12. Thus, questions that are only on one version cannot be crossed with questions that are only on another version. Also, some items are on an optional "tear-off" sheet that schools can remove prior to administration, and these items have much smaller numbers of responses than other items. These factors also mean that while there are a relatively large number of participants in the HYS, the number available for detailed breakdowns may be much smaller. For some analyses, it may be necessary to combine data from two years to obtain adequate numbers, or even this may not provide adequate numbers.

NOTE: More detail on these issues is provided in the Survey Questionnaire section.

Surveying Particular Grades

The Healthy Youth Survey is conducted in grades 6, 8, 10 and 12, but not in the intervening grades. Thus, it is not possible to combine the grades into a single data point reflecting "high school students" (such as is provided by the national Youth Risk Behavior Survey, which surveys grades 9, 10, 11 and 12.)

NOTE: More detail on this is provided in the Stratified Analysis and Subpopulations section.

Response Rates and Valid Survey Rates

Calculating response rates for the Healthy Youth Survey is complicated by the loss of data both to non-response and during cleaning, the various levels of aggregation, and the availability of enrollment figures. Thus, both the numerators and denominators for the response rates need explanation.

Loss of data to non-response and during cleaning.
Reasons for data being unavailable included 1) refusals to participate by some schools, 2) students being absent, refusing to participate, or being away from their school during survey administration because of involvement in programs such as "Running Start" which allow them to take classes at junior colleges, and 3) cases discarded during cleaning based on an algorithm that includes the amount of missing and inconsistent responses, responses to a question asking about fictitious drug use, and responses to a question asking about honesty of responding.

Levels of aggregation. Response rates for local data were calculated by dividing the number of valid surveys in the sampled schools by the total enrollment in schools selected for the sample. Although issues affecting data lost to non-participation and data discarded during cleaning may be different, the vast majority of unavailable data was due to non-participation in the survey, and only about 5% of data collected is discarded during cleaning. Thus, these figures (actually the valid survey rates) provide estimates of the response rates.

In 2004, at the state level we calculated both response rates (calculated by dividing the number of participants in the sampled schools by the total enrollment in schools selected for the sample) and valid survey rates (calculated by dividing the number of valid surveys in the sampled schools by the total enrollment in schools selected in the sample). We did not use this approach for local reports to avoid unnecessary complexity and because the response rate, prior to cleaning, uses a different numerator from the number of cases used in the reports.

Availability of enrollment figures.
The denominators used for calculating response rates and valid survey rates are drawn from OSPI October enrollment figures (available online at the Office of the Superintendent for Public Instruction website). The enrollment figures are reported by schools and compiled by OSPI, and to date the final results have not been available when the Healthy Youth Survey results are reported in the spring of the following year. In order to provide the "best available" estimates of response rates with the reports, these are calculated using the previous year's enrollment figures. When the final enrollments become available, we re-calculate the state response rates, and recommend that local response rates be re-calculated as well.

NOTE: More information about the response rates and about analyses conducted to examine possible sources of bias in the data are available Participation Rates section.

1

HYS Overview

This section provides a brief overview of the survey, its history and goals .

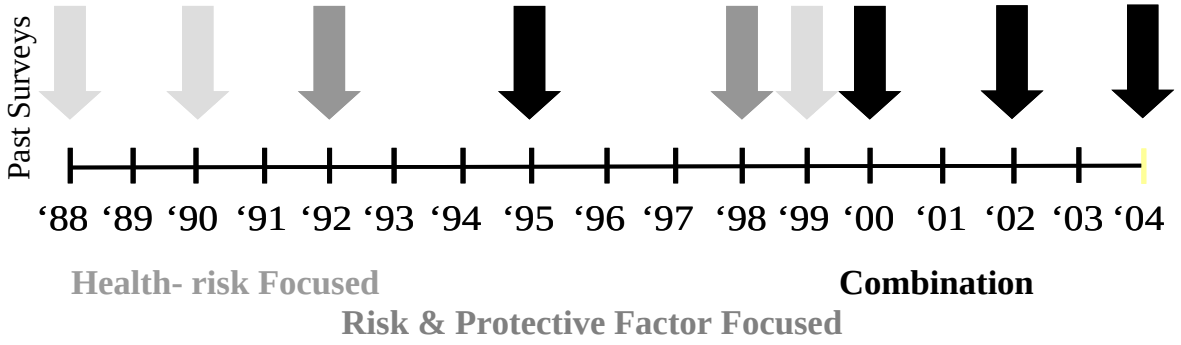
Survey History

The first "Healthy Youth Survey" to assess student risk/protective factors and health behaviors was administered to Washington students in October 2002 and it is currently scheduled for administration every two years, in the Fall of even-numbered years. This document provides a brief description of the survey's purpose and implementation, to help provide a common understanding for community and school stakeholders.

Nationally, trends in youth behaviors and risk/protective factors have been measured using federally developed school-based surveys such as the Monitoring the Future Survey (MTF), and the Centers for Disease Control's Youth Risk Behavior Survey (YRBS) and Youth Tobacco Survey (YTS).

State agencies have organized nine statewide youth surveys between 1988 and 2004. The most recent survey in 2004 was administered to 185,000 students in more than 1,000 schools, in 235 (of 296 total) school districts, and in all 39 of Washington's counties. Some schools or districts have also independently conducted privately funded surveys such as the PRIDE or Rocky Mountain surveys, or developed their own surveys.

History of Washington's Youth Survey Efforts



Past statewide Washington survey implementation and content have changed with each administration. For example, prior to HYS, four of the past seven surveys were given to youth during fall months, and three were given during spring months. The surveys in 1988, 1990, and 1999 had a health-risk focus, whereas surveys in 1992 and 1998 were centered on risk and protective factors. More recent versions of the survey—1995, 2000, 2002 and 2004—are a combination of both. The years of administration were also not systematic (that is, there was no pattern for which years the surveys were given). The lack of consistent survey attributes meant that surveys were not necessarily comparable to each other over time, and school personnel being asked to participate in each state survey had to learn what was uniquely expected or included in each survey process.

During recent years, interest in youth surveys and need for data for planning and evaluation of science-based programs to support youth have both increased. School administration and staff were receiving requests to participate in the various state surveys, national surveys, research studies, and community-generated or school system-generated surveys.

Simultaneously, beginning in 1997 Washington began to implement required student achievement testing as part of evaluating educational systems. The Washington Assessment of Student Learning (WASL) test is being required for administration to students in grades 4, 7, and 10. Implementation of this test disrupts several days of instruction for schools in the spring of each year.

State Superintendent of Public Instruction Terry Bergeson determined in 1998 that state agencies must cooperate to administer only one survey of youth behaviors every two years. In response, staff from OSPI, DASA, DOH, the Office of Community Trade and Economic Development [CTED] and the Governor's Family Policy Council formed the Joint Survey Planning Committee [JSPC].

Common Goals

The JSPC first identified issues of interest to each agency and to local constituents. These included:

- Describing school, community, family, and peer-individual risk and protective factors (similar to the "Communities that Care" model developed by the University of Washington Social Development Research Group – including Dr. Hawkins and Dr. Catalano)
- Describing youth health habits, risks, and outcomes
- Gathering state-level data in a consistent way (with predictable timing and using comparable measures over time)

- Supporting local-level data collection and use for planning/assessment and evaluation of programs to serve youth.

Agreement about Survey Features

After agreeing on common goals, agencies negotiated specific features of the survey – to be called the "Healthy Youth Survey"—necessary to achieve these goals. Agreed features of the survey are as follows:

1. Only one statewide school-based survey of youth will be administered, supported by all state agencies. State agencies in the JSPC agreed to not conduct independent surveys of schools to gather youth data. This agreement should increase efficiency of surveys that are conducted, and reduce the burden on schools for surveys. Agencies understood that this would mean challenges in coming to agreement on content for a unified survey.

2. A simple random sample of schools will be recruited at the state level, and county samples will be provided (as appropriate). Methods used to identify a sample of schools to be included in state surveys had changed over time. These changes can have some impact on results, and also complicate year-to-year comparisons of data. Identification of a simple sampling plan makes the survey easier to manage and analyze. The disadvantage of this method is that few schools in any particular area would be included in the state sample, but the JSPC agreed that local schools would be provided some way to "piggyback" (voluntarily participate) to gather local-level data, and county samples could be drawn for counties that are large enough to do so.

3. The survey will be consistently administered in the fall of even years (2002, 2004, etc.). This predictable timeline will avoid conflict with WASL testing, allow school and communities to have data available for spring grant writing/needs assessment activities, and help school administrators to plan ahead for participation. Gathering of data in the fall does make comparison to some national surveys (YRBS, YTS) more difficult, because those surveys are conducted in spring months, when youth are older and more likely to engage in risky behaviors.

4. The survey will be given to 6th, 8th, 10th and 12th graders. Data collection of these grades on a two-year cycle will enable communities and state agencies to watch "cohorts" of youth over time. In other words, the 6th graders who take the Fall 2002 survey will participate as 8th graders in the Fall 2004 survey, and so on. In comparison to national surveys such as the YRBS and YTS, which are given to 9-12th graders, this method will collect more data from younger youth, which is important for prevention efforts.

5. The survey will be given to youth using survey booklets with a one-page tear-off answer sheet. In comparison to past school surveys, which were given as scannable booklets, having a separate scannable answer sheet will dramatically increase the speed of scanning and delivering results. It will also decrease the cost of printing. This layout will

make it easier to provide the survey in different languages. It is possible that this change will increase the number of mistakes that youth might make as they "bubble" their answers on a separate page from the questions, and might also increase the time it takes for youth to complete any question – the JSPC investigated this administration change in a small HYS pilot prior to the first administration in 2002, and used results to identify a maximum number of questions that most students could complete during a class period using a separate answer sheet from that pilot. We also found that the number of illogical answers (either due to mistakes or to students purposely "drawing patterns" on answer sheets rather than answering questions) was not excessive and could still be managed using logic checks during normal quality control screening.

6. The survey will be given to 8th, 10th, and 12th grade youth as a two-form "interleaved" administration. To manage the length of the survey with the breadth of information desired by agencies and stakeholders, there will be a "form A" and a "form B" for the survey. Alternately seated students will receive "form A" and "form B", but it will not be obvious to youth sitting next to each other that they have different versions. All youth will have the same "core" questions in their surveys. Youth who complete "form A" will go on to answer additional questions about risk/protective factors (similar to past WSSAHB surveys) while youth who complete "form B" will answer additional questions about health risks and outcomes similar to past YRBS). See Figure 1 for an illustration of the survey layout. All sixth graders will have a single version ("form C") that includes similar items to A and B, to be negotiated among the agencies, but is shorter and in some cases includes simplified wording to assure that younger students can successfully complete it.

Survey Questionnaires

The "core" items for the survey include about 30 questions to describe:

- Student demographics
- 30-day use and/or lifetime use of alcohol, tobacco, and other drugs
- Key violence-related questions (weapon-carrying, perceived safety)
- School-specific asset questions (attachment to school, opportunities for involvement)
- Depression.

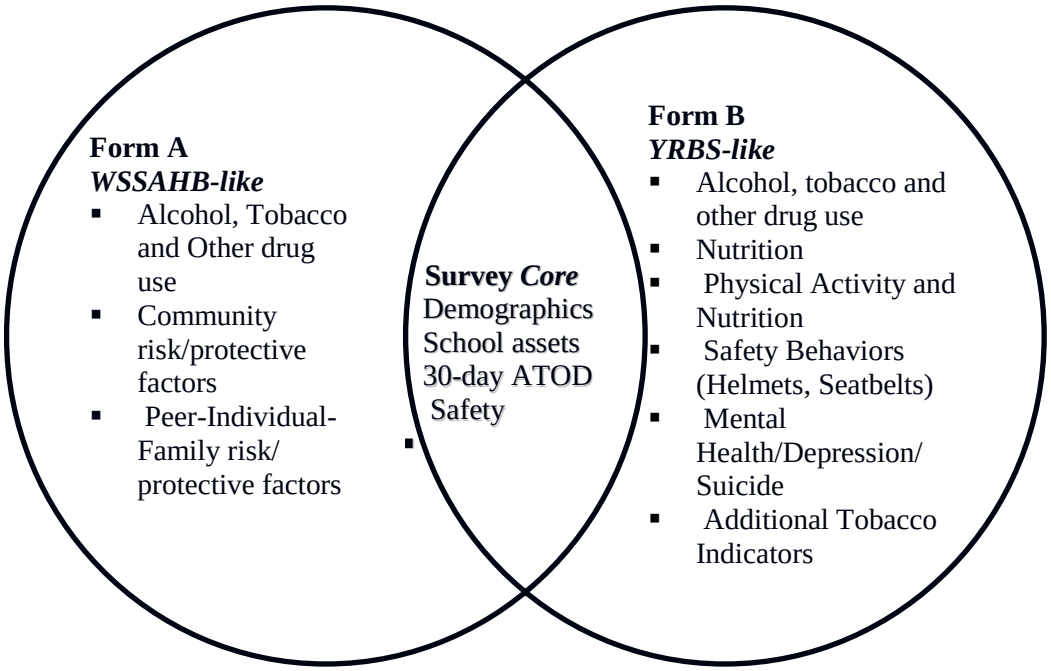
The questions for "form A" have been identified by a working group of OSPI, DASA, and CTED and constituents. The questions for "form B" have been identified by a working group of DOH and constituents.

The 6th grade survey is a single version, with fewer questions. Questions are consistent with the longer form A and form B questionnaires. These differences are because 6th grade youth do not have reading skills to complete a longer survey, because some questions applicable to older youth are not appropriate for younger youth, and because

there are more small buildings for 6th graders than for older grades where giving results would be impacted by having only half the youth take a particular version.

The survey forms for Healthy Youth Survey 2002 and 2004 are available for viewing or downloading as a pdf on the DOH website (see right hand side of main page): http://www3.doh.wa.gov/HYS/default.htm

Fig. 1 – Interleaved layout for Healthy Youth Survey contents (8th, 10th, 12th grades)



Need for Community Partnerships

The JSPC has worked to develop this survey design for Washington State, and has considered and attempted to resolve as many issues as possible for the state as a whole. Having done this, there is still a need for strong community partnerships to support the implementation and use of the survey, to make it successful. Issues for discussion at the local level may include:

- Supporting participation -- In some areas of the state, for a variety of reasons, school administrators and staff are resistant to taking the state survey. Local stakeholders who want to support gathering local-level data may wish to identify these areas, and create plans for targeted recruitment efforts. *The final decision to participate in the survey is made by the school administrator;* however, local recruitment efforts can focus on communicating needs for data, creating partnerships to support youth including through assessment-driven planning, demystifying the current survey efforts, and providing support for survey participation.

- Small schools – if a school building has fewer than 15 students in a grade that will be surveyed, then that building will not receive results for that grade (to protect the confidentiality of the students). In rural areas, this could mean that many buildings are not eligible for results, but if many small buildings in an area participate the results can be provided at the county or district level. It may be useful to identify buildings that would not receive results, and determine whether participation toward receiving grouped data is desirable.
- Effective participation – A school building, district, or county-wide buildings and districts, may agree to participate, but ineffectively administer the survey. For example, a survey might be distributed to only part of the students, or a date for the survey might be selected when significant groups of youth are missing (such as when the band members go on a trip). Local partners might choose to congratulate schools on their desire to participate, and also encourage schools to achieve a goal of 80% participation among youth in any grade group. Examining past survey participation rates may be helpful.
- Use of data – Community members should discuss how to *use* and talk about their data prior to receiving their reports. This includes discussion about how to manage media messages, and/or respond to media questions about the data. This planning may be very useful during recruitment activities, as school administrators may have fears and questions about how their data (or their region's data) might be portrayed in the media.

Washington's nine Educational Service Districts (ESDs) are central points of recruitment activity for the state. The ESD school-based tobacco program coordinators have facilitated local stakeholder processes to support recruitment planning for the survey within ESD regions throughout the state.

Survey Implementation Schedule

Example for 2006 Administration

- **Dec 2005:** sample identified, Human Research Review Board approval obtained
- **Jan 2006:** survey content finalized; recruitment letters sent to Washington school administrators
- **Feb 2006-June 2006:** recruitment of schools to participate
- **June 30, 2006:** last day for schools to sign up for the survey
- **October 2006:** schools administer survey to youth
- **March 2007:** school districts receive building/district reports, local health jurisdictions receive county results, state results available

Through the 2006 administration, funds are available to support no-cost piggybacking for as many schools as would like to register for the Fall 2006 survey. Participating schools

must agree to have a survey coordinator who will attend a short training, send parent notification, and administer the survey according to directions. This funding is not guaranteed after the 2006 HYS.

Data Dictionary

A data dictionary and a crosswalk of survey questions from 2002 and 2004 are available in the following Appendices:

Appendix I: Healthy Youth Survey 2004 STATA Codebook

Appendix J: Healthy Youth Survey 2002-2004 Crosswalk

Sampling

A simple random sample of all schools in the public school system is drawn, with the following restrictions: schools included at least one of grades 6,8,10 or 12, and there were at least 15 students in each grade to be included in the sample, based on the most recent enrollment figures. Within the participating schools, all students in the surveyed grades were asked to participate.

For information on sampling, go to: http://www3.doh.wa.gov/hys Technical notes, Sampling and response rates.

Content Changes Over Time

Several Healthy Youth Survey items have changed over time. This appendix highlights key changes that have occurred, see Appendix I: Healthy Youth Survey 2004 STATA Codebook.

For changes from 2004 to 2006, see Appendix J: Healthy Youth Survey 2002-2004 Crosswalk.

Participation Rates

Participation or response rates are determined by the number of valid surveys returned divided by the total enrollment (or estimated enrollment before final enrollment figures become available). In general, the following guidance may be used when using county-level Healthy Youth Survey data. If the response rates are:

- 70% or greater: The HYS results are probably representative.
- 40-69%: The HYS results may be representative of students but further examination of other data (by school or district) to identify any important differences between

participants and non-participants should be completed before generalizing results to the county.
- Less than 40%: Response rates less than 40% are quite low, and these HYS results should not be interpreted as representative of the county.

If important groups of students did not take the survey, there may be limitations even if there is a high response rate. Data for grades in counties with less than a 70% response rate should be interpreted cautiously.

For information on participation rates, go to http://www3.doh.wa.gov/HYS Techincal Notes, Sampling and response rates.

Confidence Intervals

Confidence intervals are used with the survey data to give an estimate of how accurately you can generalize from samples, such as the state sample, to a larger population, such as students in public schools in Washington, assuming that the data are not biased. Specifically, the 95% confidence interval gives the range that should contain the true population value 95% of the time.

For information on confidence intervals, go to http://www3.doh.wa.gov/HYS Techincal Notes, Sampling and response rates.

Bias Analysis

Survey responses are often used to estimate the frequency of behaviors or other characteristics in a population larger than those who actually completed the survey. Thus, while only a portion of public school students took the Healthy Youth Survey in 2002, we would like to use their responses to characterize all 6th, 8th, 10th and 12th graders in Washington. This is only possible if those who participated in the Healthy Youth Survey are not different in their behaviors from those who did not participate. If they are different, we say that the survey is biased and we are then limited in our ability to generalize the results to all students. Bias represents systematic error and is different from the random fluctuation that is measured by confidence intervals. Comparisons could be done using information from sources such as the census, school achievement test results, or other demographic information.

Based on the bias analysis for HYS 2004, we conclude that the results of the 2004 Healthy Youth Survey can be generalized to all public school students in 6th, 8th, 10th and 12th grades, except to students in alternative schools. Although participating and non-participating schools differed in school size and the percentage of drop out/status unknown students, these differences appeared to be due to the fact that alternative

schools were less likely to participate in the Healthy Youth Survey, compared with non-alternative schools.

Caution should be exercised in using questions answered by 8th grade students that were asked at the end of the non-optional portion of the questionnaires because younger students were increasingly likely to "drop off" in completing the survey (likely due to slower reading). For the optional "tear-off" questions, there does not seem to be additional bias in excess to any existing bias inherent in students who reached the end of the non-optional portion of the survey. While the reasons for this apparent discrepancy are unknown, completing the tear-off was decided at the school level, while failure to complete the survey was at the individual level.

For more information on bias in the HYS, go to http://www3.doh.wa.gov/HYS Techincal Notes, Bias.

2

Getting Access to HYS Data

This section describes HYS data sharing agreements and terms of use.

Data Sharing and Human Research Review Requirements

The ability to share and report data that contains information about geographic levels lower than statewide is limited by protections of confidentiality for participants and by issues of identifiability for schools and school districts. Data sharing agreements provide information about these requirements, as well as other issues important to data users. This information is explained below and a sample data sharing agreement is available on request. This information is current for the HYS 2006.

Protections of confidentiality for participants

Importance of anonymity. Prior to participation, all survey participants are informed "Your answers to these questions are *anonymous*. This means that no one will see your answers or know which answer sheet you completed." Thus, data sharing procedures are designed to assure anonymity. These procedures are part of the human research review process and are included in the approval by the Washington State Institutional Review Board (WSIRB).

Availability of data with geographic identifiers. Outside of the state agencies participating in the HYS, access to data files containing individual level data (e.g., SPSS, SAS or STATA files) and geographic identifiers is very limited. Because local health jurisdictions (LHJs) have a long history of ability to handle confidential data and of sharing data with DOH, they have access to the data with a data sharing agreement. Other local organizations wishing information about that geographic area are referred first to the LHJ, and DOH acts as backup to the LHJ. Researchers at the University of Washington, which has an agreement with WSIRB for human research review, also have access to the data with a data sharing agreement. Other researchers or other individuals who wish access to the individual level data must submit a separate application to the WSIRB, unless the WSIRB

indicates a data sharing agreement is sufficient. Although educational institutions such as schools and school districts are important participants in the HYS, educational institutions that might have access to students and information about students drawn from student records do not have easy access to identifiable data because information from the HYS, in combination with additional information available to the educational institutions, might make the students identifiable.

Availability of data without geographic identifiers. Statewide data that does not contain geographic identifiers (i.e. school, school district, ESD, or county identifiers) cannot be used to identify individual students. Thus, a non-identified statewide data set (from which all geographic identifiers have been removed) is available to legitimate researchers with a data sharing agreement. Non-identified state sample data is also available on the web, where interactive access to frequencies and crosstabs is available at www3.doh.wa.gov/hys.

Reporting data while retaining anonymity. LHJs and University of Washington researchers, prior to receiving HYS data, must sign an data sharing agreement stating that they will comply with procedures approved by the WSIRB. These include reporting requirements to protect individual identifiability. **These requirements state that for data identified by a geographic level, less than statewide, frequencies will only be reported where there are at least 15 valid surveys and crosstabs other than grade level will only be reported where there are at least 15 cases per cell**. At the state level, frequencies in crosstabs can be reported if there are at least 5 cases per cell. They also agree to comply with reporting requirements regarding identifiability of schools, described below.

Identifiability of schools and school districts

School and school district level information. The HYS planning committee considers that schools and school districts are the "owners" of their data reports, subject to any state and federal laws pertaining to public access to information. Consistent with this, at the time of registering for participation, schools may "opt out" from receiving a school-level report of results, in which case the report will not be generated. Individuals desiring reports of school or school district results are referred to the school or school district.

Reporting data identifiable by school or school district. If a data user wishes to report data in such a way that the results are identifiable by school or school district, he or she must obtain written permission from the principal or superintendent. Otherwise, data from at least two schools and two school districts must be combined for reporting purposes.

Data Sharing Agreements

Data sharing agreement. Prior to receiving individual level data, LHJs or University of Washington researchers must sign a data sharing agreement, which includes the data sharing agreement *per se* and an Attachment (A). The agreement must be signed by the individual with authority to sign for the organization. Attachment A must be signed by each of the data users working with the data.

Statutory authority for this data sharing is based on Interlocal Cooperation Act, RCW 39.34, which allows agencies to jointly share their powers and contract with one another, provided the use of the data is for a legally authorized activity and not used in a manner which exceeds the requesting department's jurisdiction. In the data sharing agreement, the receiving agency agrees to (1) not release the data file without the agreement of the agency providing the data; (2) not use the data to identify individual students or report the data in a way that individual students can be identified and (3) not report the data in ways that identify schools or school districts, unless schools agree in writing and students cannot be identified. It also includes provisions for receiving, storing and destroying the data file. A sample data sharing agreement is available on request.

Receiving the data. Data are sent by a secure means. This generally means that a compact disk, zipped and password protected, is mailed to the recipient. The code for school identifiers (if needed) is provided separately. Data are available in SPSS, SAS, or STATA; other programs may also be available.

For more information

More information about data sharing requirements is available by contacting Lillian.Bensley@doh.wa.gov.

More information about the WSIRB is available at www1.dshs.wa.gov/rda/hrrs.

3

Useful STATA Commands and Options

This section includes a table that provides a brief overview of some useful STATA commands.

For more information on the specific commands and the output they generate see Data Analyis sections 4 and 5 Or in STATA type help and the command , or use the Help drop down on your STATA tool bar and select STATA command.

Command	Example	Results
For retrieving and saving data		
use	use "C:\My Documents\2004 HYS.dta"	Opens the STATA file
save	save "C:\My Documents\new 04 HYS data.dta"	Saves a modified STATA data file
keep	keep d14 d36 grade g05, or keep if conum==1	Keeps only specific variables, or specified response options
drop	drop d14, or drop if conum==2	Drops specific variables, or Specified response options
For variable exploration		
codebook	codebook c01	Describes the variable c01. Includes the question, the data type (numeric or string), the number of values, the number of missing, the response options and labels.
summarize	summarize c01	The number of observations, the mean, the standard deviation, the minimum value and the max value
summarize, detail	summarize c01, detail	Also includes the percentiles, variance, skewness and kurtosis
histogram	histogram c01	Plots a histogram of the variable responses

Command	Example	Results
Creating and transforming variables		
gen	gen year==2004 gen bully=c01	Creates a new variable, or Creates a new variable based on an original variable
recode	recode bully 1=0 2=1 3=1 4=1 5=1	Recodes the variable response options, in this example recodes the response options to be not bullied vs. bullied
replace	gen bully=. replace bully==0 if c01==1 replace bully==1 if (c01==2 | c01==3 | c01==4 | c01==5)	In this example the gen command creates a new variable and the replace commands describe the new variable response options. Replace can also be used to create more complex recodes that combine more than one original variable
For labeling variables		
lab var	lab var bully “bullied, none vs. any”	Labels the variable with a description of the variable
lab def	lab def noneany 0”none” 1”any”	Creates new response option labels that can be applied to a variable
lab val	lab val bully noneany	Applies the response option label
Setup commands for analysis		
svyset	gen fakewt==1 svyset [pweight=fakewt]	Creates a new variable with a weight of 1 Designates the weighting. In this example the newly created fakewt variable is used, so the weight for all responses is equal to 1. Use for analysis of a census county.
	svyset [pweight=fakewt], psu(schgrd)	Sets the weight as 1 and the primary sampling unit as the school building/grade. Use for analysis of the state sample or analysis of a county with a county sample.

Command	Example	Results
For computing frequencies		
tab	tab c01 grade	Runs a crosstab of the two variables. Tab does not calculate percentages but just provides the number of observations for each cross
svy:tab	svy:tab c01 grade, col se ci obs	Can be used once the data is set up with the svyset command. Svy:tab runs crosstabs of two variables and provides a percentage by row or column and can include additional information such as the standard error (se), 95% confidence intervals (ci) and the number of observations (obs) if designated
For adding additional datasets		
merge	merge (schnum) using "C:\My Documents\2004 school demo.dta"	Adds additional data to the respondents. In this example we are adding school building information based on the schnum, possibly school type or enrollment, or free and reduced lunch rates.
append	append using "C:\My Documents\2002 HYS data.dta"	Adds additional respondents. In this example we are adding an additional year of data.
A few more useful commands		
if	vvy:tab h01 grade if g05==1	Limits the snalysis to females. "If" at the end of a command means the command is to use only the data specified. When doing CI, use "if" with caution as it can affect CI. Subpop is preferable.
&	keep if (conum==1 & grade==6)	And
|	keep if (conum==1 | conum==2)	Or
~=	keep if conum~=1	Does not equal. In this example all counties would be kept, except conum 1 would be dropped
*		Use in "do files" for notes, * before any statement will not run in STATA
///		Use in "do files" if statements are too long to fit on a page. /// at the end of a statement will make it continue to the next line

4

Tips for Working with Common Variables

This section describes common variables in the 2004 Healthy Youth Survey data set. It includes information on:

- Demographic variables
- 30 day and lifetime substance use variables
- Calculated and computed variables, including how to code them in STATA
- And risk and protective factors

Most variables consist of a letter such as c, d, f, h, etc. followed by a number. The letter prefixes give you an idea about the variable topic:

C – school climate
D – alcohol, tobacco and other drugs
F – family risk and protective factors
G – demographics
H – health
L – quality of life
M – community risk and protective factors
P – peer and individual risk and protective factors
S – school risk and protective factors

Other computed variables are usually words such as bmi or yqols. Computed risk and protective factor scales consist of the word risk followed by a number.

For a detailed description of HYS variables see the Data Dictionary and the Crosswalk of HYS variables from 2002 and 2004 in the following Appendixes:

- Appendix I: Healthy Youth Survey 2004 STATA Codebook
- Appendix J Healthy Youth Survey 2002-2004 Crosswalk

Demographic Variables

coname and conum

Depending on the type of data set you have, you may or may not have these variables. Each county can be identified with either the of the two variables coname and conum. Coname is a string variable that identifies the county name. Conum is a unique two digit numeric code that represents each of the 39 counties in alphabetical order starting with Adams (conum==1) and Yakima (conum==39). For a list of conums by county name see Appendix X.

distname, distnum, and codis

Depending on the type of data set you have, you may or may not have these variables. District level data should never be analyzed or distributed unless you have the written approval from the school district.

Distname is a string variable that identifies the school district name. Distnum is a three digit numeric code for the district. These codes are developed by OSPI (information is available on the OSPI website). The distnum variable is only unique within a county. Codis is a unique five digit numeric variable for each county – district combination. Codis should be used instead of distnum unless you only have data from a single county.

schname, schnum and schgrd

Again, depending on your data set you may or may not have these variables and school building data should only be analyzed and distributed with written permission from the school district superintendent.

Schname is a string variable that identifies the school building name. Schnum is a four digit numeric code for the school building. These codes are also developed by OSPI. Most schools have codes between 1500 and 4999. Private schools have numbers between 8000 and 8999. Numbers between 9000 and 9999 a special cases and are not official OSPI codes.

School codes are associated with physical school buildings and buildings may open, close, move or change their grade levels over time, so it is important to verify that your school numbers, grades and names match when comparing data over time.

Schgrd is a combination variable that includes both the school building code and the grade level of the respondent.

grade and hdrgrade

When conducting analysis by grade always use the grade variable, never use hdrgrade. The grade variable has the proper four grade response options; 6th, 8th, 10th and 12th. The hdrgrade variable has more options that are associated with the types of other grades in the school building.

formtype

The HYS has three survey forms. All 6th graders take form C. Half of 8th, 10th and 12th graders take form A and half take form B. Some variables cannot be crosstabed because they are on different surveys (i.e., one variable is on form A and the other is on form B). If you run a crosstab and STATA says there are "no observations" it could mean that you are trying to cross variables on different surveys. Formtype can be useful if you want to investigate which form your variable is on or if you want to restrict you analysis to include only respondents from one of the forms.

Race/Ethnicity g06, g06a, g06b, g06c, g06d, g06e, g06f, g06g

In the HYS dataset, there is a calculated race/ ethnicity variable that includes the following options, **g06**:

1. Asian or Asian American
2. American Indian or Alaska Native
3. Black or African American
4. Hispanic or Latino/ Latina
5. Native Hawaiian or other Pacific Islander
6. White or Caucasian
7. Other
8. More than one race/ethnicity marked

In g06, respondents who only selected one response option are counted in that particular response option. Youth who checked multiple response options, are placed into an additional 8th category: More than One Race/ ethnicity marked. I.e, if a respondent only selected "Asian" then they are counted as "Asian", but if they selected "Asian" and "Black" they would be counted as "More than one race/ethnicity".

To recode g06 to only include the main six race/ethnicity categories:

```
gen race=g06
recode race 1=5 2=4 3=3 4=2 5=5 6=6 7=. 8=.
lab def newrace 1"White" 2"Hispanic" 3"Black" 4"Indian" 5"Asian" 6”Island”
lab val race newrace
```

Or to combine Asian and Pacific Islanders together for 5 race/ethnicity categories:

```
gen race=g06
recode race 1=5 2=4 3=3 4=2 5=5 6=1 7=. 8=.
```

```
lab def newrace 1"White" 2"Hispanic" 3"Black" 4"Indian" 5"api"
lab val race newrace
```

There are also individual variables for each race/ethnic response option:

- g06a: Asian or Asian American
- g06b: American Indian or Alaska Native
- g06c: Black or African American
- g06d: Hispanic or Latino/ Latina
- g06e: Native Hawaiian or other Pacific Islander
- g06f: White or Caucasian
- g06g: Other

You want to choose an individual race variable if you are looking at one particular race and need to capture all of the youth who checked a certain race, you should use the individual race variables (g06a-g06g). I.e, if a respondent only selected " "Asian" and "Black" they would be counted in both "Asian" and "Black" response options.

For example, in 2004 in the state sample, a total of 1,633 youth checked American Indian or Alaska Native. In the rolled up g06 variable, there are only 956 American Indian youth listed. That is because 677 of those American Indican youth also checked another race.

If you wanted to recode race to be non-Hispanic White, Hispanic, Black non-Hispanic, American Indian or Alaskan Native non-Hispanic, and Asian or Pacific Islander non-Hispanic:

```
gen race=.
replace race=1 if g06==6
replace race=2 if g06d==1
replace race=3 if g06==3
replace race=4 if g06==2
replace race=5 if (g06==1 | g06==5)
lab def newrace 1"White non-H" 2"Hispanic" 3"Black non-H" 4"Indian non-H" 5"api
non_H"
lab val race newrace
```

30 Day and Lifetime

Some of the 30 day and lifetime variables are created from recoded variables or by combinations of variables. The 30 days use questions ask about the use of a substance in the past 30 days and are available in with all of the original responses or in a collapsed version with no use in the past and any use.

Many of the lifetime substance use variables are recoded from questions that ask about the age of first use.

The following are lists of the 30 day and lifetime use variables from 2004. Substance use questions rotate on and off the survey. For more information of variables including which survey form they are on and the survey item number, go to the HYS Data online Help - Survey Questions listed with various grouping and sorting options section: http://www3.doh.wa.gov/HYS/ASPX/HYSQuestions.aspx#G0

30 Day Substance Use Variables in 2004

For each of the substance use questions there are two variables:

- One includes all of the responses (i.e. d14 is the 30 day use variable for cigarettes with the response options 0 days, 1-2 days, 3-9 days 10-29 days, All 30 days)
- Another one which includes just the collapsed response options "yes" for use on any days and "no" for use on 0 days.
  - Cigarettes: d14 or collapsed none/any d14use
  - Chewing tobacco: d15 or collapsed none/any d15use
  - Cigars: d16 or collapsed none/any d16use. Only on forms A and B.
  - Pipe tobacco: d17 or collapsed none/any d17use. Only on form B tear-off.
  - Bidis: d18 or collapsed none/any d18use. Only on form B tear-off
  - Cloves: d19 or collapsed none/any d19use Only on form B tear-off
  - Alcohol: d20 or collapsed none/any d20use
  - Marijuana: d21 or collapsed none/any d21use
  - Methamphetamines: d23 or collapsed none/any d23use. Only on forms A and B.
  - Ecstasy: d25 or collapsed none/any d25use. Only on forms A and B.
  - Ritalin: d64 or collapsed none/any d64use. Only on forms A and B.
  - Illegal drug not including alcohol, tobacco or marijuana: d63. This was a new question in 2004. Prior combined drug questions were unstable because different 30 day drug use questions were combined to make them. Only on forms A and B.

- Illegal drug not including alcohol or tobacco: d68. This is a combination of d63 and d21. There is also a collapsed none/any d68use. Only on forms A and B.

Lifetime Substance Use Variables in 2004

- Whole cigarette: d01. On all forms A , B and C - asked as age in but recoded for lifetime.
- Cigarette, just a puff: d01. Only on form A - asked as age in but recoded for lifetime. Chewing tobacco: d03. On form A and B - asked as age in but recoded for lifetime.
- Alcohol, sip: d05. On form C – asked as ever yes/no. On form A and B - asked as age in but recoded for lifetime.
- Marijuana: d06. On form A and B - asked as age in but recoded for lifetime. On form C – asked as ever yes/no.
- Steroids without prescription: d07. On form B – asked as ever yes/no.
- Cocaine or crack: d08. On form B – asked as ever yes/no.
- Injection drugs: d09. On form B – asked as ever yes/no
- Methamphetamines: d10. Only on form A – asked as ever yes/no
- Inhalants: d11 – asked as ever yes/no. On form B – asked as ever yes/no.
- Other illegal drugs: d12. On form B – asked as ever yes/no

Age of First Use

Variables that ask the age of first use for substances can be used to calculate the average age of first :

- Whole cigarette: d31 (grades 8, 10 and 12) and d32 (grade 6)
- Cigarette, just a puff: p19
- Chewing tobacco: d38
- Alcohol, sip: p20
- Alcohol, began regular drinking: p22
- Marijuana: p17

Prior to running the mean age, you need to recode the respondents who have not used the substances to missing and change the other response options to match the age level they respresent.

To calculate the age of first sip of alchol by grade:

```
gen agesip=p20
recode agesip 1=. 2=10 3=11 4=12 5=13 6=14 7=15 8=16 9=17
svy:mean agesip, over(grade)
```

Calculated/Computed Variables

There are a number of computed variables in the HYS; some of these were not provided for earlier years of the survey. We are providing the computations so that you can create these variables for datasets where they do not exist, or simply so that you understand where the computed variables come from.

Asthma – recode for "current asthma"

There are two primary variables used to describe asthma prevalence: ever being told by a healthcare provider you have asthma (lifetime asthma) and having an asthma attack or taking asthma medications during the past year (symptom/treatment). You may wish to combine these variables to create an asthma prevalence variable, as a somewhat large proportion of youth who have never had lifetime asthma will report symptom/treatment, and we are not sure what this means. For more discussion on this topic, refer to "The Burden of Asthma in Washington State 2005", pages 33-35, available at: http://waiboard.alaw.org/Asthma%20Burden%20Report/

```
* h22 = ever told had asthma
gen ltasthma = h22
replace ltasthma=0 if (h22==2|h22==3)
replace ltasthma = 1 if(h22==1)
lab var ltasthma "Ever told have asthma by a doc"

lab val ltasthma yesno

* h23 = past 12 mos asthma attack or taking asthma meds
gen asthma12=h23
replace asthma12=0 if(h23==1|h23==3|h23==4)
replace asthma12=1 if(h23==2)
lab var asthma12 "past 12 mos asthma attack (not sure coded 'no')"
lab val asthma12 yesno

* new current asthma variable
gen casthma=asthma12
replace casthma=0 if(ltasthma==0)
lab var casthma "Current asthma (12 mo attack + doc diagnosis)"
lab def noyes 0 "No" 1 "Yes"
lab val casthma noyes
```

Asthma – Asthma Severity scale

Asthma may be classified according to the severity of symptoms experienced by an individual. This "symptom severity" classification is an indication of the extent to which an individual is affected by their asthma, not a measure of the seriousness of their asthma. For example, a person with clinically less severe asthma, but who does not manage their exposure to triggers or use medication appropriately, may have severe symptoms. Conversely, a person with clinically very severe asthma may control their condition well and experience relatively fewer symptoms. For more discussion of asthma symptom severity, please refer to "The Burden of Asthma in Washington State 2005", pages 63-65, available at: http://waiboard.alaw.org/Asthma%20Burden%20Report/

```
* asthma severity scale
gen ast_sev=.
lab var ast_sev "Asthma Severity Scale"
lab def severe 1 "Mild intermittent" 2 "Mild Persistent" 3 "Moderate
Persistent" 4 "Severe Persistent"
lab val ast_sev severe
replace ast_sev=1 if(h74==1|h74==2|h73==1|h73==2|h73==3)
replace ast_sev=2 if(h74==3|h73==4)
replace ast_sev=3 if(h74==4|h73==5)
replace ast_sev=4 if(h74==5|h73==6)
replace ast_sev=0 if(casthma==0)
```

Physical Activity – recode for "meeting physical activity recommendations"

The CDC has recently provided new and more complicated guidelines for physical activity recommendations for youth. Prior to 2005, however, the broad physical activity recommendation has been to achieve at least 30 minutes of moderate activity five or more times per week, or 20 minutes of vigorous activity three or more times per week. In 2005, the recommendation was changed so that youth are encouraged to participate in at least 60 minutes of moderate intensity physical activity most days of the week, preferably daily. More information about physical activity recommendations is available at http://www.cdc.gov/nccdphp/dnpa/physical/recommendations/index.htm

For comparison over time, you can use moderate physical activity (h11) and vigorous physical activity (h10) variables to create a variable for whether youth are meeting previous CDC recommendations for frequency of exercise.

The following is an example of variables created to measure the percent of students who meet moderate (only), vigorous (only) and either moderate or vigorous (combined) recommendations. The value "1" is "meeting recommendations." Note that if either variable is missing we recommend that a calculated variable for combined activity also be set to missing.

```
gen modex_rec=h11
recode modex_rec 1=0 2=0 3=0 4=0 5=0 6=1 7=1 8=1
lab def mod 1"met moderate" 0"not"
```

```
lab val modex_rec mod

gen vig_rec=h10
recode vig_rec 1=0 2=0 3=0 4=1 5=1 6=1 7=1 8=1
lab def vig 1"met vigor" 0"not"
lab val vig_rec vig

gen exer_rec=.
replace exer_rec=1 if (modex_rec==1 | vig_rec==1)
replace exer_rec=0 if (modex_rec==0 & vig_rec==0)
replace exer_rec=. if (modex_rec==. & vig_rec==.)
```

Nutrition – Recode for "five a day"

The past CDC recommendations for fruit and vegetable consumption for youth is five or more servings per day. The Healthy Youth Survey asks students how often they have eaten several common fruits and vegetables in the past week, and the responses are combined into an estimated daily consumption pattern.

Note that the individual responses (for example, the frequency of carrot consumption alone) are not considered useful, and not included in any HYS reports.

It is important to recognize that HYS questions are framed as *times* per day, which is different than *servings*. Also providing serving size information doubles the estimated percent eating "five a day" when number of servings is asked ; see Bensley, L., Van Eenwyk, J, and Bruemmer, BA. (2003). Journal of the American Dietetic Association, 103:1530-1532. Thus we can estimate the percent of students who meet past nutrition guidelines ("five a day") using this measure, but it is likely to be an over-estimate if students eat multiple servings at the time they eat fruits or vegetables.

```
* generate a "poornut" variable for kids getting fewer than "five a day"
gen poornut=.
replace poornut=1 if (h07==1|h07==2|h07==3)
replace poornut=0 if(h07==4)
lab def yesno 1 "Fewer than 5 a day" 0 "5+ fruit-veggies a day"
lab val poornut yesno
```

Socioeconomic Status (SES)

Socioeconomic status – a measure of an individual or family's relative economic and social ranking - is an important social determinant of health; however, we recognize that youth are not accurately able to report on family income. Maternal education (the level of education that has been completed by the student's mother) is a proxy measure for family SES that has been described in the literature. Thus we can use this as a "best guess" for the student's SES. Maternal education can be stratified in a variety of ways; we recommend stratifying as "lower SES" if a mother has no post-high school education and "moderate - higher SES" if a mother has had any post-high school education.

It is important to note that a large proportion of youth (for example 43% of 8th graders and 13% of 12th graders in 2004) report that they do not know what level of education their mother has had. Therefore it is important to use this measure cautiously and be aware of the impact that a large proportion of missing data may have.

```
* SES from mom's education (1=lower SES, 0=higher SES)
gen ses=.
replace ses=1 if (g10==1|g10==2)
replace ses=0 if(g10==3|g10==4)
```

Susceptibility to Smoking

The measure of susceptibility to smoking was developed by researchers in California to identify youth who have not made strong commitments to remaining smoke-free. This measure has been found to be predictive of progression to smoking within a longitudinal study of youth behaviors. Often this measure is calculated for only those who are not currently smoking. (source: Pierce JP, Gilpin EA, Farkas AJ, Merritt RK. "Validation of susceptibility as a predictor of which adolescents take up smoking in the United States" *Health Psychology* 1996l;15(5):355-361)

```
* SUSCEPTIBILITY TO SMOKING UPTAKE – All resspondents
gen sus=.
replace sus=0 if (d29==1 & d30==1)
replace sus=1 if (d29==2 | d29==3 | d29==4 |d30==2 |d30==3 | d30==4)
svy:tab sus grade, col se obs

* SUSCEPTIBILITY TO SMOKING UPTAKE – Among Non-Smokers
gen nonsmoker=d14use
recode d14use 1=0 2=1
svy:tab sus grade, subpop(nonsmoker) col se obs
```

"Any Tobacco Use"

There are a number of tobacco products youth are asked about in the HYS: cigarettes, smokeless, cigars, pipes, bidis, and clove cigarettes. It is possible to combine all types of tobacco for a single "any tobacco use" variable; however, we do not generally recommend that this be done. The cigarette and smokeless tobacco questions are core items (on both Form A and Form B, including for the 6th grade survey version) asked early in the survey, and these are the most popular tobacco products used by students. Cigar use is asked only on Form B for the secondary version of the survey, and the other products are asked about on the optional "tear-off" form for the Form B secondary survey.

For those interested in creating a multiple tobacco use item, we recommend using only cigarettes and smokeless tobacco items, because of the different chances of students being asked questions and the relatively small number of youth who respond to all the questions at a local level. If it is still desirable to create such a variable, the calculated variable should restrict to create the "any tobacco use" variable only for students who took survey Form B and who received the tear-off.

Generalizing "cigarettes/smokeless tobacco" as "any tobacco use" is not likely to be greatly different than including the exotic tobacco types. Most youth who use other products have also used cigarettes (for example, in 2004, among cigar users, 96%, 94% and 92% of those in 8th, 10th and 12th grades respectively reported also using cigarettes).

```
* Any Tobacco Use

keep if formtype==”B”
drop if grade==6
gen anytob=.
replace anytob=1 if (d14use==1 | d15use==1 | d16use==1 | d17use==1 |
d18use==1 | d19use==1)
replace anytob=0 if (d14use==2 & d15use==2 & d16use==2 & d17use==2 &
d18use==2 & d19use==2)
```

"Overweight" from Body Mass Index (h01)

To calculate "overweight" using BMI based on students' self-reported height and weight, we converted height to centimeters and weight to kilograms, then computed BMI using the standard formula:

BMI=(weight in kilograms)/(height in centimeters squared)

Then, we did breaks for risk for overweight and overweight using cut points based on age and gender specific growth charts developed by the CDC. Individuals in the top 5 percent for BMI based on age- and gender-specific growth charts are considered overweight. Those in the top 15 percent, but not the top 5 percent , are considered at risk for becoming overweight.

Quality of Life Scale

The Youth Quality of Life Instrument-Surveillance Version (YQOL-S) is a 13-item questionnaire designed to assess quality of life among adolescents. The instrument contains five contextual items that are potentially verifiable, and eight perceptual items that are things known only to the adolescent. Poorer quality of life as measured by the YQOL-S has been shown to be associated with increased health-risk behaviors among adolescents. The scale was developed by the Seattle Quality of Life Group and colleagues at the University of Washington.

The 2004 Healthy Youth Survey included six of the eight perceptual items. The two items not included in 2004 were (I enjoy life and I feel life is worthwhile). In preliminary analyses by the Seattle Quality of Life Group, this subset of questions was collapsed into a quality of life scale was also associated with health-risk.

Form B:

The subset of the YQOL-S included on Form B of the 2004 Healthy Youth Survey follows. The following are some statements that you might make about yourself. With 0 being "not at all true," and 10 being "completely true," please fill in the number on the scale that best describes how closely the statement applies to you.

- I feel I am getting along with my parents or guardians. (L02)
- I look forward to the future. (L03)
- I feel good about myself. (L04)
- I am satisfied with the way my life is now. (L05)
- I feel alone in my life. (L06)

The final statement (L07), had a slightly different format, with 0 being "much worse than others" and 10 being "much better than others."

- Compared with others my age, my life is…

These items are available as single items. They also have been collapsed into a YQOL scale. To create this scale, the Washington State Department of Health followed the methods of the Seattle Quality of Life Group to create a continuous variable on a scale of one to 100 as follows:

- Recoded L06 (I feel alone in life) so that a higher score reflects feeling less alone in life.
- Transformed all items to t-scores so that they are on a scale of 100 (see formula below).
- Obtained the mean of the items as long as at least five items were answered.
- If fewer than five items were answered, the items must be used individually.

$$tscore=\frac{actual\,raw\,score-lowest\,possible\,raw\,score}{possible\,raw\,score\,range}*100$$

There is a computed variable in the HYS dataset (yqols) that calculates a youth quality of life scale from 0 to 100. The Washington State Department of Health then created a categorical scale from the continuous scale scores in yqols and based on the HYS 2002 results, to approximate quartiles for each grade. Because many students were coded to the same continuous scale score, it was not possible to create exact quartiles. The coding for the recoded variable, called YQOL-Q, follows. 1 could be considered low, 2 medium low, 3 medium high and 4 high. This item is most useful in combination with other items to examine the relationship between quality of life and health-related behaviors.

Healthy Youth Survey 2002

12th Grade, 1851 responses			
YQOLS		N	%
1	0 to <60	[401]	21.7%
2	60 to <80	[549]	29.7%
3	80 to <90	[400]	21.6%
4	90+	[501]	27.1%

10th Grade, 2207 responses			
YQOLS		N	%
1	0 to <60	[538]	24.4%
2	60 to <80	[668]	30.3%
3	80 to <90	[440]	19.9%
4	90+	[561]	25.4%

8th Grade, 3092 responses			
YQOLS		N	%
1	0 to <60	[692]	22.4%
2	60 to <80	[829]	26.8%
3	80 to <90	[605]	19.6%
4	90+	[966]	29.9%

Links:
For background on the YQOL questions and answers to frequently asked questions, see the Seattle Quality of Life Group website: http://depts.washington.edu/yqol/

Disability Screener

The youth disability screener (YDS) was developed by the Seattle Quality of Life Group at the University of Washington.

Excerpt from the SDRG website: Youth with disabilities are a group with special needs in maintaining health and function. One problem in identifying children and youth with disabilities is the lack of consensus on how to define the group. Definitions have typically been based on the presence of specific medical conditions. Recently, however, there has been a shift from definition by condition toward a broader definition of disability that encompasses health condition, function, activity, and participation. The model resulting for this broader definition suggests that both environmental and personal factors play a role in disability. To assess disability among youth, the Seattle Quality of Life Group (formerly known as the Youth Quality of Life (YQOL) Group), developed a 4-item screener based partly on the 1994 National Health Interview Survey on Disability (NHIS-D) (National Center for Health Statistics, 1994), and partly on the Questionnaire for Identifying Children with Chronic Conditions (QuICCC) (Stein, Westbrook, & Bauman, 1997), both of which are parent-reported. The Youth Disability Screener (YDS) uses a 'non-categorical' approach to disability identification as follows:

- Disability is a limitation or inability to perform important life activities in a manner considered appropriate for the age and social role of the person because of a long-lasting (defined as lasting or expected to last 6 months or more) physical, mental, or emotional condition.
- This definition follows very closely the definition of disability used in Healthy People 2010 which defines disability as: Persons having an activity limitation, who use assistance, or who perceive themselves as having a disability.

Youth Disability Screener Questions in HYS

- H18: Do you have any physical disabilities or long-term health problems lasting or expected to last 6 months or more? (Yes/ No/ Not Sure)
- H19: Do you have any long-term emotional problems or learning disabilities lasting or expected to last 6 months or more? (Yes/ No/ Not Sure)
- H20: Would other people consider you to have a disability or long-term health problem including physical health, emotional, or learning problems? (Yes/ No/ Not Sure)
- H21: Are you limited in any activities because of a disability or long-term health problem including physical health, emotional, or learning problems expected to last 6 months or more? (Yes/ No/ Not Sure)

Calculating the YDS:

This creates a new variable "cshcn" that can be used to compare variables for youth with disabilities and youth without disabilities. Bear in mind, the YDS questions are only available for 8th, 10th, and 12th graders and only on Form B.

```
gen cshcn=0
recode cshcn 0=1 if h18==1|h19==1|h20==1|h21==1
recode cshcn 0=. if h18==.&h19==.& h20==.&h21==.
Recode cshcn 0=. if grade==6
Recode cshcn 1=. if grade==6
```

More information is available at: http://depts.washington.edu/yqol/instruments/YDS.htm

Risk and Protective Factors

Risk factors are characteristics of individuals, families, and communities that make us more vulnerable to ill health. Protective factors are characteristics that "protect" and thus significantly reduce the likelihood of disease, injury, or disability. Health-related risk and protective factors are commonly grouped into three general categories including lifestyle and behavior; environmental exposure, encompassing both the physical and social environments; and biologic and genetic characteristics. Risk and protective factors are often measured as different ends of the same continuum. For example, wearing seatbelts protects against motor vehicle-related injury and death; not using a seatbelt increases risk for these outcomes.

The risk and protective factors in the Healthy Youth Survey focus on lifestyle and behaviors and the social environment. The social environment includes the school, peer, community and home environments, as well as individual assets. The survey includes some factors directly related to health, but most of the risk and protective factors are associated with intermediary behaviors, such as drug and tobacco use, violence and staying in school. Many of these factors have been compiled into scales following the research of Hawkins and Catalano at the Social Development Research Group (SDRG), University of Washington.

The Hawkins and Catalano theoretical framework of risk and protective factors includes twenty-five factors, the scales for which are part of a survey called Communities That Care (CTC). The presence of multiple risk factors predicts an increased likelihood that an individual will engage in substance use, while the presence of protective factors helps to buffer the effect of risk factors and increase resilience.

For more information see: http://www3.doh.wa.gov/HYS/ASPX/HYSRiskProt.aspx

For a detailed summary of the history of Risk and Protective Factors Scales used in the HYS see: http://www.rmccorp.com/HYS04/Reporting/R&P%20History.pdf

5

Data Analysis – Quick Examples

This section provides a few quick examples of how to run crosstab analyses in STATA using:

- State sample data
- County sample, census, or mixed sampling data
- ESD level analysis

STATA commands are provided for the following simple crosstabs :

One variable by grade	Two variables by grade
One variable by grade and gender	Two variables by race and grade
One recoded variable by race	Two variables by gender and grade

For a hands on experience, STATA "do files" were provided with this manual. The do files are available on cd or written as text in the following Appendixes:

- Appendix A: Do File ~ Quick Examples for State Sample Data
- Appendix B: Do File ~ Quick Examples for County Census Data
- Appendix C: Do File ~ Quick Examples for County Sample Data
- Appendix D: Do File ~ Quick Examples for County Mixed Sample Data
- Appendix E: Do File ~ Quick Examples for ESD Data

Throughout this manual, STATA commands are highlighted in grey

For more in depth information on STATA coding including examples of coding and output, see the Data Analysis – Detailed State Sample Examples section. For a quick reference of commonly used STATA commands see the next section Useful STATA Commands and Options.

State Sample Data

The following STATA commands are some examples of simple crosstabs to use with state sample data. Follow along in STATA with the "do file" below:

- Appendix A: Do File ~ Quick Examples using State Sample Data

***Set up commands**

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
keep if staterec==1
```

Set up commands for state sample data. For more information on set up commands see the section General Set Up for Survey Analysis

***Current marijuana use by grade**

```
svy:tab d21use grade, col per se ci obs format(%3.1f)
```

Cross one variable, d21use (current marijuana – already coded as no use or any use) by grade.

Formatting Options:

- col for column percentages
- per for results displayed in %
- se for standard error (need to *1.96)
- ci for confidence intervals
- obs for "n"
- format(%3.1f) designates the numbers before and after the decimal

***Current marijuana use by grade and gender**

```
gen girl=1 if g05==1
gen boy=1 if g05==2
```

Generate binary (0,1) GENDER subpopulations

```
svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
*or
gen gr6=1 if grade==6
gen gr8=1 if grade==8
gen gr10=1 if grade==10
gen gr12=1 if grade==12
svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
```

You can also generate binary (0,1) GRADE subpopulations depending on how you want your output to look

***Excess pop drinking by 5 race codes (API Asian and Pacific Islander together)**

```
gen race=g06
recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
lab var race "5 category race group"
lab val race race
```

Label the new variable and the response options

```
gen sodaex=h09
recode sodaex 1=0 2=0 3=1 4=1 5=1
lab var sodaex "excess soda drinking, 2 or more per day"
lab def soda 0"1 or less" 1"2 or more"
lab val sodaex soda
```

Create a new variable and recode as binary (0,1)

```
svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking**

```
svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among white students**

```
gen white8=1 if (grade==8 & race==1)
gen white10=1 if (grade==10 & race==1)
gen white12=1 if (grade==12 & race==1)
```

Generate binary (0,1) combined RACE and GRADE subpopulations

```
svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among boys**

```
gen boy8=1 if (grade==8 & g05==2)
gen boy10=1 if (grade==10 & g05==2)
gen boy12=1 if (grade==12 & g05==2)
```

Generate binary (0,1) combined GENDER and GRADE subpopulations

```
svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
```

NOTE: Use caution with crosstabs of variables with low prevalence, or when you are using small subpopulations to NOT report results if there are not 15 or more observation per cell.

County Sample Data ~ for Counties without Samples (Census)

The following STATA commands are some examples of simple crosstabs to use with county census data. In 2004, these counties included: Adams, Asotin, Benton, Chelan, Clallam, Clark, Columbia, Cowlitz, Douglas, Ferry, Franklin , Garfield, Grant, Grays Harbor, Island, Jefferson, Kittitas, Klickitat, Lewis, Lincoln, Mason, Okanogan, Pacific, Pend Oreille, San Juan, Skagit, Skamania, Stevens, Thurston, Wahkiakum, Walla Walla,
Whatcom, Whitman, Yakima. Follow along in STATA with the "do file" below:

- Appendix B: Do File ~ Quick Examples using County Census Data

***Set up commands**

```
*keep if conum==X
```

*Insert your county number (conum) for X (see Demographic variables, coname and conum)

```
gen fakewt=1
svyset [pweight=fakewt]
keep if corec==1
```

***Current marijuana use by grade**

```
svy:tab d21use grade, col per se ci obs format(%3.1f)
```

***Current marijuana use by grade and gender**

```
gen girl=1 if g05==1
gen boy=1 if g05==2
svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
*or
gen gr6=1 if grade==6
gen gr8=1 if grade==8
gen gr10=1 if grade==10
gen gr12=1 if grade==12
svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
```

***Excess pop drinking by 5 race codes (API -Asian and Pacific Islander together)**

```
gen race=g06
recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
lab var race "5 category race group"
lab val race race
gen sodaex=h09
recode sodaex 1=0 2=0 3=1 4=1 5=1
lab var sodaex "excess soda drinking, 2 or more per day"
lab def soda 0"1 or less" 1"2 or more"
lab val sodaex soda
```

```
svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking**

```
svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among white students**

```
gen white8=1 if (grade==8 & race==1)
gen white10=1 if (grade==10 & race==1)
gen white12=1 if (grade==12 & race==1)
svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among boys**

```
gen boy8=1 if (grade==8 & g05==2)
gen boy10=1 if (grade==10 & g05==2)
gen boy12=1 if (grade==12 & g05==2)
svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
```

NOTE: Use caution with crosstabs of variables with low prevalence, or when you are using small subpopulations to NOT report results if there are not 15 or more observation per cell.

County Sample Data ~ for Sampled Counties

The following STATA commands are some examples of simple crosstabs to use with county census data. In 2004, these counties included: Pierce, King and Snohomish. Follow along in STATA with the "do file" below:

- Appendix C: Do File ~ Quick Examples using County Sample Data

***Set up commands**

```
*keep if conum==X
```

*Insert your county number (conum) for X (see Demographic variables, coname and conum)

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
keep if corec==1
```

***Current marijuana use by grade:**

```
svy:tab d21use grade, col per se ci obs format(%3.1f)
```

***Current marijuana use by grade and gender**

```
gen girl=1 if g05==1
gen boy=1 if g05==2
svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
*or
gen gr6=1 if grade==6
gen gr8=1 if grade==8
gen gr10=1 if grade==10
gen gr12=1 if grade==12
svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
```

***Excess pop drinking by 5 race codes (API -Asian and Pacific Islander together)**

```
gen race=g06
recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
lab var race "5 category race group"
lab val race race
gen sodaex=h09
recode sodaex 1=0 2=0 3=1 4=1 5=1
lab var sodaex "excess soda drinking, 2 or more per day"
lab def soda 0"1 or less" 1"2 or more"
lab val sodaex soda
svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking**

```
svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
```

```
svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among white students**

```
gen white8=1 if (grade==8 & race==1)
gen white10=1 if (grade==10 & race==1)
gen white12=1 if (grade==12 & race==1)
svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among boys**

```
gen boy8=1 if (grade==8 & g05==2)
gen boy10=1 if (grade==10 & g05==2)
gen boy12=1 if (grade==12 & g05==2)
svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
```

NOTE: Use caution with crosstabs of variables with low prevalence, or when you are using small subpopulations to NOT report results if there are not 15 or more observation per cell.

County Sample Data ~ for Counties with Mixed Sampling

The following STATA commands are some examples of simple crosstabs to use with counties that have a mixture of sampling schemes for different grade levels, sampled for some grades and census for others. In 2004, these counties included: Kitsap and Spokane, both were only sampled for 6th grade (census for 8th, 10th and 12th). Follow along in STATA with the "do file" below:

- Appendix D: Do File ~ Quick Examples using County Mixed Sample Data

***Set up Commands**

```
*keep if conum==X
```

*Insert your county number (conum) for X (see Demographic variables, coname and conum)

```
gen fakewt=1
gen psu=schoolid +10000
replace psu=schgrd if grade==6
svyset [pweight=fakewt], psu(psu)
keep if corec==1
```

***Current marijuana use by grade**

```
svy:tab d21use grade, col per se ci obs format(%3.1f)
```

***Current marijuana use by grade and gender**

```
gen girl=1 if g05==1
gen boy=1 if g05==2
svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
*or
gen gr6=1 if grade==6
gen gr8=1 if grade==8
gen gr10=1 if grade==10
gen gr12=1 if grade==12
svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
```

***Excess pop drinking by 5 race codes (API -Asian and Pacific Islander together)**

```
gen race=g06
recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
lab var race "5 category race group"
lab val race race
gen sodaex=h09
recode sodaex 1=0 2=0 3=1 4=1 5=1
lab var sodaex "excess soda drinking, 2 or more per day"
lab def soda 0"1 or less" 1"2 or more"
lab val sodaex soda
svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking**

```
svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among white students**

```
gen white8=1 if (grade==8 & race==1)
gen white10=1 if (grade==10 & race==1)
gen white12=1 if (grade==12 & race==1)
svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among boys**

```
gen boy8=1 if (grade==8 & g05==2)
gen boy10=1 if (grade==10 & g05==2)
gen boy12=1 if (grade==12 & g05==2)
svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
```

NOTE: Use caution with crosstabs of variables with low prevalence, or when you are using small subpopulations to NOT report results if there are not 15 or more observation per cell.

Regional ESD Data

The following STATA commands are some examples of simple crosstabs to use with ESD level data. ESD regions are made up of counties or parts of counties, some which are sampled and some which are census. Follow along in STATA with the "do file" below:

- Appendix E: Do File ~ Quick Examples using ESD Data

***Set up Commands**

```
*keep if esdnum==X
```

*Insert your ESD number (esdnum) for X

```
keep if esdrec==1
gen fakewt=1
gen id = _n
gen psu=id + 10000
replace psu=schgrd if (conum==17)
replace psu=schgrd if (conum==27)
replace psu=schgrd if (conum==31)
replace psu=schgrd if (conum==18 & grade==6)
replace psu=schgrd if (conum==32 & grade==6)
svyset [pweight=esdwt], psu(psu), strata(conum)
```

***Current marijuana use by grade**

```
svy:tab d21use grade, col per se ci obs format(%3.1f)
```

***Current marijuana use by grade and gender**

```
gen girl=1 if g05==1
gen boy=1 if g05==2
svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
*or
gen gr6=1 if grade==6
gen gr8=1 if grade==8
gen gr10=1 if grade==10
gen gr12=1 if grade==12
svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
```

***Excess pop drinking by 5 race codes (API -Asian and Pacific Islander together)**

```
gen race=g06
recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
lab var race "5 category race group"
lab val race race
gen sodaex=h09
recode sodaex 1=0 2=0 3=1 4=1 5=1
lab var sodaex "excess soda drinking, 2 or more per day"
lab def soda 0"1 or less" 1"2 or more"
lab val sodaex soda
svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
```

```
svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking**

```
svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among white students**

```
gen white8=1 if (grade==8 & race==1)
gen white10=1 if (grade==10 & race==1)
gen white12=1 if (grade==12 & race==1)
svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
```

***Current marijuana use by excess pop drinking among boys**

```
gen boy8=1 if (grade==8 & g05==2)
gen boy10=1 if (grade==10 & g05==2)
gen boy12=1 if (grade==12 & g05==2)
svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
```

NOTE: Use caution with crosstabs of variables with low prevalence, or when you are using small subpopulations to NOT report results if there are not 15 or more observation per cell.

6

Data Analysis – Detailed State Sample Examples

This section describes how to set up STATA for different types of data, how to explore your data, transform it and run some simple analyses.

For a hands on experience, the STATA "do file" was provided with this manual. The do file is available on cd or written as text in the following Appendixes:

- Appendix F: Do File ~ Detailed State Sample Examples
- Appendix G: Do File for General Set Up for Survey Analysis

The do file follows this section of the manual so that you can run analysis and experience producing similar output. If you are using the state sample data, you should be able to reproduce the outputs in this section. This section is formatted so that STATA commands are highlighted in grey and STATA outputs are highlighted in black boxes

This section covers the following topics:

- Opening your dataset
- General set up for survey analysis
- Frequencies and summaries of statistics
- Two-way tables and crosstabs
- More options for using "svy"
- The svy:prop command
- Creating new variables
- Labeling new variables
- Additional tips for formatting
- Analysis by grade
- Stratified analysis and subpopulations
- And specialized analysis such as combining grades

For a table of commonly used STATA commands see the previous section Useful STATA Commands and Options. For short examples of STATA coding see the Data Analysis – Quick Examples.

Opening your Dataset

To open your HYS dataset, you need to tell STATA how much memory you want to devote based on the size of your dataset. This varies somewhat from computer to computer, but in general if you are using the state sample dataset or a smaller dataset , then devoting 100 megabytes (100m)should be fine. If you are using the complete dataset, you'll need 200 megabytes (200m)or more. Always start small and increase the memory as necessary – STATA will tell you if you need more.

After your memory is set, open your file by typing "use" and then the file pathway in quotes (see syntax below). Or use your drop down menus by selecting File – Open - then find the dataset you want to open and double click on it:

```
clear
set mem 200m
*use "C:state sample data.dta"
        *insert the filepath to your state sample data
```

Sometimes using data saved on a compact disc causes STATA to run slowly. To speed things up, save the data file on your hard drive and run it from there.

"Do Files"

To open a "do file" click the "New do-file Editor" icon:  on the tool bar, select Do File Editor from the Window drop down menu, or hit Cntrl 8. Once you have a blank do file open, you can begin writing your commands or open an existing file by selecting Open from the File drop down menu. "Do files" are handy because you can keep a record of your analysis. They also make it easy to change commands and rerun analysis.

To run individual lines or sections of commands in your "do file", just highlight them and hit the icon that looks like a page with text and a down arrow next to it. To run a complete do file hit the icon that looks like a blank page with an arrow.

General Set Up for Survey Analysis

Prior to survey analysis you must provide STATA with set up commands to account for weighting, primary sampling units and strata.

The set up options you use will depend on the type of data you are using and which type of analysis you are conducting. Below are some examples of types of analysis that would influence set up options:

- State sample analysis
- County sample analysis
- County census analysis
- County "mixed sampling" analysis
- ESD analysis
- District analysis
- Building analysis

State sample analysis

The state sample was drawn by simple random sample, so there is no weighting or strata required. For survey analysis STATA requires a weight, so you will need to create a fake weight (fakewt) that is equal to 1. The state sample was drawn at the school building level, so the primary sampling unit is the school building (schgrd).

Set up command example:

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
keep if staterec==1
```

County sample analysis

Random county samples were drawn for counties with more than 30 schools in a grade. In 2004, county samples were drawn for all grades in King, Pierce, and Snohomish counties. To analyze data from these counties alone, use the same set up as the state sample.

Set up command example:

```
keep if conum==X*
      *replace "X" with the county number, i.e., Adams=1, Asotin=2
keep if corec==1
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
```

County with "mixed sampling" analysis

In 2004, two counties were a mix of sampling and census. In particular, Kitsap and Spokane counties had a sample drawn for 6th grade while the rest of the grades were a census. This scenario deserves special attention dependent on the grades being analyzed. If you are just analyzing the 6th grade, then use the set up for county sample analysis noted above. If you are trying to look at all grades in the county, you need to create a new variable for your primary sampling unit. The new variable needs to simultaneously take into account 1) the primary sampling unit for grade six as the school building and 2) the primary sampling unit for the other grades as the individual student.

Set up command example:

```
keep if conum==X*
      *replace "X" with the county number, i.e., Adams=1, Asotin=2
keep if corec==1
gen fakewt=1
gen psu=schoolid +10000
replace psu=schgrd if grade==6
svyset [pweight=fakewt], psu(psu)
```

County census analysis

For all other counties, all schools in the county are included (a census), so the primary sampling unit is the individual student.

Set up command example:

```
gen fakewt=1
keep if conum==X*
      *replace "X" with the county number, i.e., Adams=1, Asotin=2
keep if corec==1
svyset [pweight=fakewt]
keep if corec==1
```

All or Multiple County analysis

The following commands can be used if you are running analysis on all counties, some sampled and some census. You need to have a complete state census data set to run all counties.

NOTE: You need to be cautious not to report data on counties who had survey participation rates below 40% and on counties who did not receive county level data because only one school district participated in their county. Numbers from these counties should not be reported without written permission from the school district. You can easily exclude specific counties or grades using the "drop" command:

```
drop if (conum==2 & grade==12)
drop if conum==3 & (grade==8 | grade==12)
drop if conum==5 & (grade==6 | grade==10 | grade==12)
drop if conum==7
drop if conum==10 & (grade==6 | grade==12)
drop if conum==11 & (grade==10 | grade==12)
```

```
drop if conum==12
drop if (conum==14 & grade==6)
drop if (conum==18 & grade==12)
drop if conum==21
drop if conum==30 & (grade==10 | grade==12)
drop if (conum==32 & grade==12)
drop if conum==33 & (grade==10 | grade==12)
drop if conum==35
```

NOTE: The county sampling status may vary by administration, so these commands will need to be changed to reflect prior or future years of sampling.

You will also need to create a new primary sampling unit variable that takes into account the different sampling schemes, school building for counties and grades with samples and individual students for census counties.

Set up command example for 2004 data:

```
keep if corec==1
gen fakewt=1
gen id=_n
gen psu=id +10000
replace psu=schgrd if (conum= =17)
replace psu=schgrd if (conum= =27)
replace psu=schgrd if (conum= =31)
replace psu=schgrd if (conum= =18 & grade= =6)
replace psu=schgrd if (conum= =32 & grade= =6)
svyset [pweight=fakewt], psu(psu)
```

The command "gen id=_n" creates a unique identifier for each respondent. When we create our new "psu" variable we add 10,000 to the "id" variable to make sure the new "psu" variable is also unique. Then we replace the individual "id" with the school identifier "schgrd" in the counties that were sampled.

ESD Analysis

ESDs are made up of counties or sections of counties. Some ESDs are made up of counties with samples and some with census. To account for the different sampling schemes, a weight needs to be used that takes the enrollment of schools in the sampled counties. The different sampling schemes also affect the primary sampling units, so a new primary sampling unit variable needs to be created. Also because county is another layer of sampling, it needs to be accounted for by being designated as strata.

Set up command example for 2004 data:

```
keep if esdrec==1
gen fakewt=1
gen id = _n
gen psu=id + 10000
replace psu=schgrd if (conum= =17)
replace psu=schgrd if (conum= =27)
replace psu=schgrd if (conum= =31)
```

```
replace psu=schgrd if (conum= =18 & grade= =6)
replace psu=schgrd if (conum= =32 & grade= =6)
svyset [pweight=esdwt], psu(psu), strata(conum)
```

To only analysis one ESD use the keep command

```
Keep if esdnum==x
      *replace "X" with the ESD number
```

District and Building Analysis

For district analysis all school buildings are to be included because all buildings were eligible to participate, so the primary sampling unit is the student. For building analysis all students were eligible, so students are the primary sampling unit.

Set up command example for district:

```
keep if distnum==x
      *replace "X" with the district number
keep if distrec==1
gen fakewt=1
svyset [pweight=fakewt]
```

Set up command example for building:

```
keep if schnum==X
      *replace "X" with the school building code
gen fakewt=1
svyset [pweight=fakewt]
```

Frequencies and Summaries of Statistics

After you provide STATA with your initial set up commands, you can run basic frequencies using the "svy:tab" command.

Example in STATA using variable d14: 30 day current cigarette use:

```
svy:tab d14
```

```
during the past 30 days, on how many days did you: smoke
cigarettes?
         proportions
none        .8997
1-2 days    .0347
3-5 days    .0152
6-9 days    .0101
10-29 days  .0163
all 30 days .0241
Total          1
```

You can add additional commands for more information about the number of observations (obs), standard error (se), and 95% confidence intervals (ci):

```
svy:tab d14, obs se ci
```

```
during the past 30 days, on how many days did you: smoke
cigarettes?
      proportions   se    lb    ub        obs
none        .8997   .0066     .8858  .912       2.6e+04
1-2 days    .0347   .002      .031   .0388       1021
3-5 days    .0152   .0011     .0132  .0176       448
6-9 days    .0101   .0008     .0086  .0117       296
10-29 days  .0163   .0016     .0135  .0196       478
all 30 days .0241   .0027     .0192  .0301       708
Total 1                                       2.9e+04
```

For initial variable exploration, you can use the summarize command to find out the number of observations, mean, standard deviation, min and max type:

```
summarize d14
```

```
Variable    Obs    Mean       Std. Dev.   Min   Max
d14         29411  1.280745   .9845264    1     6
```

For more information including the percentile breakdowns, variance, skewness and kurtosis:

```
summarize d14, detail
```

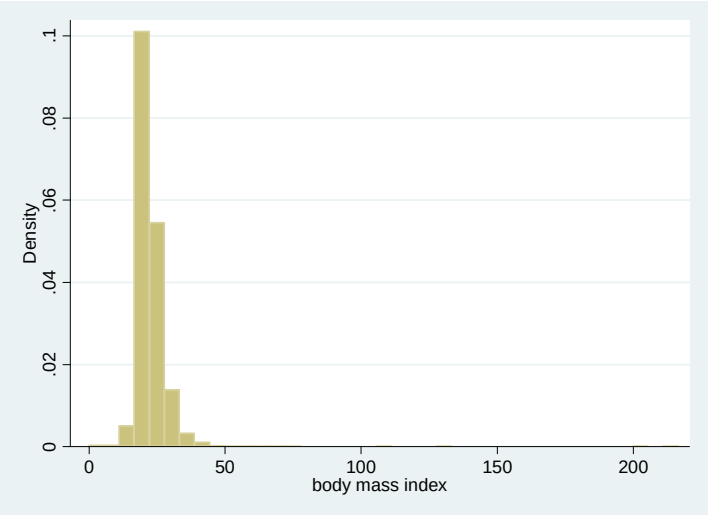
```
      during the past 30 days, on how many days did you: smoke
      cigarettes?

      Percentiles           Smallest
      1%        1              1
      5%        1              1
      10%       1              1       Obs              29411
      25%       1              1       Sum of Wgt. 29411

      50%       1                      Mean     1.280745
                             Largest  Std. Dev.      .9845264
      75%             1      6
      90%             2      6       Variance  .9692923
      95%             4      6       Skewness  3.813558
      99%             6      6       Kurtosis  16.76325
```

Using histograms can also be helpful in getting a quick view of the distribution of your variables:

```
histogram bmi
```



You can also explore your variables by demographics such as grade to find out if they are important to consider in your analysis. This example looks at current smoking use by grade:

```
svy:tab d14use grade, col
```

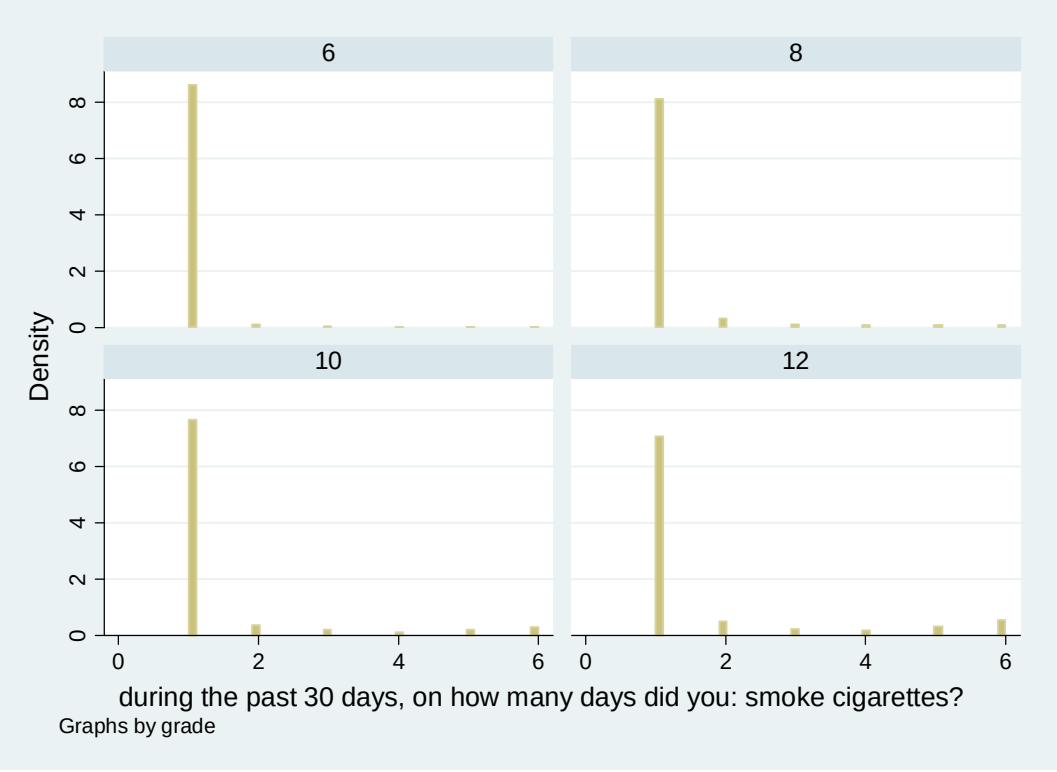
```
30-day use: cigarettes
                  grade
       6      8     10      12      Total
yes  .0197  .0775  .1296  .1971     .1003
no   .9803  .9225  .8704  .8029     .8997
Total  1      1      1      1       1

Key:  column proportions
```

Notice that the proportion of 12th graders who smoked cigarettes in the past 30 days is much higher than 6th graders. This type of information may be useful later on in making decisions about combining grades for analysis, or which variables my be important factors.

You can also get a visual look with a histogram:

```
histogram d14, by(grade)
```



Two-Way Tables or Crosstabs

"Svy" is a prefix used with STATA commands when you are analyzing survey data. "Svy " takes your weights, psus, strata, etc. into account when you are running estimation commands. "Svy:tab" is a tabulation command. It also provides you with a test of independence.

Example of crosstab using variables:

d28: Have you ever smoked cigarettes everyday for 30 days? (yes/no)
g05: Are you: male or female?

```
svy:tab d28 g05
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                gender
        female   male   Total

no    .4816   .4377     .9193
yes   .0436   .0371     .0807

Total   .5252   .4748   1
Key:  cell proportions

Pearson:
Uncorrected   chi2(1)   =     0.8360
Design-based  F(1, 113) =     0.8318      P = 0.3637
```

Interpretation: There are four cells in the two-way table. The results in the four cells add up to 100%:
female no (48%) + female yes (4%) + male no (44%) + male yes (4%) = 100%

The key below the total row of the table reminds you that the results are displayed as cell proportions.

Underneath the key, the output gives you the results of a Pearson correlation test. If the P (p value) is less than 0.05, then one of the cells is significantly different than the others at a 95% confidence level.

Additional Options with "Svy"

There are a number of additional options that can be added to a "svy:tab" to change the way the data is displayed or to provide you with more information. To use the additional options type a comma (,) after the variables.

Col and Row

"col": gives you column percents. In this example, results are displayed for females no/yes in the first column and for males yes/no in the second column. **Each column adds up to 100%.**

```
svy:tab d28 g05, col
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                gender
        female   male    Total
no     .9171      .9218       .9193
yes    .0829      .0782       .0807

Total     1  1           1
Key:  column proportions
```

Interpretation: 8% of females and 8% of males have smoked cigarettes everyday for 30 days.

"row": gives you row percents. In this example, results are displayed for no female/male in the first row and yes female/male in the second row. **Each row adds up to 100%.**

```
svy:tab d28 g05, row
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                gender
        female    male   Total
no     .5239      .4761   1
yes    .5398      .4602   1

Total  .522      .478     1
Key:  row proportions
```

Interpretation: Of those students who smoked cigarettes everyday for 30 days 54% were female and 46% were male.

NOTE: Remember if "col" or "row" are not specified, the cells in the entire table add up to 100%

Obs

Adding "obs" at the end of the "svy:tab" command will give you the number of observations in each cell, each column, each row, and the total observations.

```
svy:tab d28 g05, col obs
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                gender
       female     male      Total
no     .9171      .9218       .9193
       5318       4833       1.0e+04

yes    .0829      .0782       .0807
       481        410         891

Total   1          1           1
       5799       5243       1.1e+04
```

Interpretation: In this example 481 females and 410 males reported smoking cigarettes everyday for 30 days.

Notice that the Total observations for "no" and for the Total table are written in scientific notation. If you need the exact number of observations use the format command to tell STATA how many numbers you would like it to display before and after the decimal point.

```
svy:tab d28 g05, col obs format(%9.3f)
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                gender
       female     male      Total
no     0.917      0.922       0.919
       5318.000   4833.000    10151.000

yes    0.083      0.078       0.081
       481.000    410.000     891.000

Total  1.000      1.000       1.000
       5799.000   5243.000    11042.000
```

In this example of the option "format(%9.3f)", the 9 tells STATA to display up to 9 digits before the decimal point and the .3 tells it to display 3 digits after the decimal point. You can see how this effects both the point estimate (in the previous example when format was not specified, 4 digits were displayed after the decimal point) and how it effects the observations. Play with the numbers in the format command to get your ideal display. For more information on format, type the command "help format", or see the Additional Tips for Formatting Data section in this manual.

SE and CI

You can also add options at the end of "svy:tab" to give you the standard error (se) and 95% confidence intervals (ci):

```
svy:tab d28 g05, col se
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                gender
       female     male      Total
no    .9183 .919  .9186
      (.0015)     (.0016)     (.0011)

yes   .0817 .081  .0814
      (.0015)     (.0016)     (.0011)

Total     1          1          1
```

Interpretation: In this example the standard error for females who have smoked cigarettes everyday for 30 days is 0.0015. Multiply the standard error by 1.96 to create symmetrical confidence intervals: 8.2% ± 0.3% females smoked everyday for 30 days.

```
svy:tab d28 g05, col ci
```

```
have you ever smoked cigarettes everyday for 30 days?
(secondary)
                        gender
       female               male              Total
no       .9183              .919              .9186
      [.9153,.9211]     [.9159,.922]      [.9165,.9207]

yes      .0817              .081              .0814
      [.0789,.0847]     [.078,.0841]      [.0793,.0835]

Total       1                 1                 1
```

Interpretation: 8.2% (7.9, 8.5) females smoked everyday for 30 days.

Svy:prop Command

Another command that can be useful if you just need the point estimates and confidence intervals is "svy:prop". "Svy:prop" can be useful if you need to do crosstabs with multiple layers, but it will not give a statistical test and the confidence intervals are symmetrical.

```
svy:prop d14use, over(grade g05)
```

```
yes: d14use = yes
no:  d14use = no

Over: grade g05
_subpop_1:  6 female
_subpop_2:  6 male
_subpop_3:  8 female
_subpop_4:  8 male
_subpop_5:  10 female
_subpop_6:  10 male
_subpop_7:  12 female
_subpop_8:  12 male

     Linearized    Binomial Wald
Over Proportion   Std. Err.    [95% Conf. Interval]
yes
_subpop_1   .0152406   .0024986     .0103121    .0201692
_subpop_2   .0240964   .0025803     .0190066    .0291862
_subpop_3   .0821429   .0068253     .0686798    .0956059
_subpop_4   .0722681   .0062274     .0599844    .0845518
_subpop_5   .137045    .0093506     .1186007    .1554893
_subpop_6   .1202514   .006703      .1070297    .1334732
_subpop_7   .1890304   .0128477     .1636879    .2143728
_subpop_8   .2051282   .0116984     .1820527    .2282037

no
_subpop_1   .9847594   .0024986     .9798308    .9896879
_subpop_2   .9759036   .0025803     .9708138    .9809934
_subpop_3   .9178571   .0068253     .9043941    .9313202
_subpop_4   .9277319   .0062274     .9154482    .9400156
_subpop_5   .862955    .0093506     .8445107    .8813993
_subpop_6   .8797486   .006703      .8665268    .8929703
_subpop_7   .8109696   .0128477     .7856272    .8363121
_subpop_8   .7948718   .0116984     .7717963    .8179473
```

Creating New Variables

There are many ways to create new variables in STATA - below are a few commands you can use.

Generating

The command for creating a new variable is "gen". Below are a few examples of how you can use the "gen" command:

- `gen cig30=d14` ~ creates a new variable that is the same as the original variable
- `gen cigchew30 = d14use + d15use` ~ creates a variable that adds the responses from one variable to another for each respondent
- `gen new=.` ~creates a variable with all missing values
- `tab grade, gen(gradecat)` ~ creates a new dummy variable for each of the original variable response options – with "gradecat" as the prefix followed by the numbers "1,2,3, etc" depending on the number of response options. In this case "gradecat1", "gradecat2", etc.

NOTE: For more information on "gen", type the command "help gen" in STATA

Recoding

Often during analysis you want to collapse or drop response options. The simplest way to do this is to create a new variable using the "gen" command and reorder the response options using the "recode" command. It is usually a good idea to create a new variable before recoding because you may want to go back and use the original response options sometime during your analysis or recode the variable in a different way.

Before recoding, look at the numerical values assigned to each response option using the "codebook" command:

```
codebook d14
```

```
d14   during the past 30 days, on how many      days  did   you:
      smoke cigarettes?

      type: numeric     (byte)
      label:      d14

      range:      [1,6]       units:  1
      unique values:    6     missing .:  852/30263

      tabulation: Freq. Numeric  Label
            26460 1  none
            1021  2  1-2 days
            448   3  3-5 days
            296   4  6-9 days
            478   5  10-29 days
            708   6  all 30 days
            852   .
```

Now you know that the variable has 6 response options. If you wanted to recode the 30 day smoking response options into none or any, you need to change 1 the "none" response to 0 and all of the other responses to 1 "any".
After recoding your new variable, run a "tab" or "svy:tab" to make sure your new response options are the way you want them.

```
gen cig30 = d14
recode cig30 1=0 2=1 3=1 4=1 5=1 6=1
svy:tab cig30 grade, col se
```

```
                           grade
cig30      6          8          10         12    Total

0     .9803      .9225      .8704      .8029      .8997
     (.0019)    (.0054)    (.0069)    (.0107)    (.0056)

1     .0197      .0775      .1296      .1971      .1003
     (.0019)    (.0054)    (.0069)    (.0107)    (.0056)

Total      1          1          1          1          1
```

After recoding it is always a good idea to check your new results to make sure they make sense when compared to your pre-recoded variable results.

NOTE: For more information on "recode", type the command "help recode" in STATA

Replacing

To combine more than one variable and to do more complex recoding, you can use the "replace" command. For example, to calculate any exposure to secondhand smoke you need to combine two different variables, d46 exposure in a room and d47 exposure in a car.

Before starting to replace, it's always a good idea to run the codebook command on any variables that you will be using to make sure you know which numeric value is given to each response option.

```
codebook d46
```

```
d46 during the past 7 days, on how many days were you in the same
room with someone

tabulation: Freq.       Numeric     Label
            9584        1           0 days
            3291        2           1-2 days
            1156        3           3-4 days
            574         4           5-6 days
            1922        5           7 days
            13736 .
```

Create a new variable "anyexp" with all values designated as missing. To do this type "gen anyexp=." . This ensures that you will only add in the respondents you want.

```
gen anyexp=.
```

For our non-exposed, we want respondents that answered "0 days" to both of the exposure questions. The following symbols are needed to tell STATA what to do:

Use "=" to assign the numeric value to the response option for our new variable
Use "==" to designate which variable response options you are using
Use "&" to symbolize the word "and"
Below is an example of how you would use the symbols mentioned above to tell STATA the conditions for designating non-exposed as zero:

```
replace anyexp=0 if (d46==1 & d47==1)
```

For our exposed we want respondents that answered any other way than "0 days' to either question. The following symbol is need to tell STATA what to do

Use "|" to symbolize the word "or" (the | symbol is usually found on keyboards above the large "enter" key. You must hit the "shift" key with this key in order to get a "|". Without hitting shift, you get a "\")
Below is an example of how you would use this symbol above to tell STATA the multiple conditions for designating exposed as the value of one:

```
replace anyexp=1 if (d29==2 | d29==3 | d29==4 | d30==2 | d30==3 | d30==4)
```

```
gen anyexp=.
(30263 missing values generated)

replace anyexp=0 if (d46==1 & d47==1)
(4681 real changes made)

replace anyexp=1 if (d46==2 | d46==3 | d46==4 | d46==5) | (d47==2
| d47==3 | d47==4 | d47==5)
(7348 real changes made)
```

```
svy:tab anyexp grade, col
```

```
svy:tab anyexp grade, col
                grade
anyexp      8     10      12        Total

0        .5331  .4746   .4345       .3891
1        .4669  .5254   .5655       .6109

Total      1      1     1           1
```

Recoding can be tricky because it is not just one sided coding, you need to include exactly the respondents you want and drop the respondents you don't want. For example if you only wanted to include respondents who answered both questions, then you would need to include another line of code to set those who only answered one question to missing like, "replace anyexp=. if (d46==. | d47==.)"

Labeling New Variables

Once you have created a new variable or recoded response options, you may want to create labels for them. Use the following commands to create labels:

- "lab var" or " label variable" ~ adds a description to your variable
- "lab def" or "label define" ~ creates response option labels (once you create a response option label, you can reuse it over and over with other variables)
- "lab val" or " label value" ~ applies response option labels to your variable

```
lab var cig30 "30 day cigarette smoking, none or any"
lab def noneany 0"none" 1"any"
lab val cig30 noneany
svy:tab cig30, col
```

```
lab var cig30 "30 day cigarette     smoking, none or any"
lab   def   noneany 0"none" 1"any"
lab   val   cig30 noneany

svy:tab cig30, col

30 day cigarette smoking, none or any
           column
none      .8997
any       .1003
Total          1
```

NOTE: For more information on labeling, type the command "help label" in STATA

Additional Tips for Formatting Data

The following commands can be used to format your output into a more understandable and readable format:

Widening table columns

Use stubwidth and cellwidth to change the size of your columns so that all of the label text can be displayed:

```
svy:tab s01 g05, row ci stubwidth (20) cellwidth (15)
```

```
how often do you feel the schoolwork you are assigned is meaningful
and important?
                            gender
                  female            male             Total
almost always      .5461             .4539             1
            [.5287,.5634]     [.4366,.4713]
often              .5229             .4771             1
            [.5079,.5379]     [.4621,.4921]
sometimes          .5345             .4655             1
            [.5209,.5481]     [.4519,.4791]
seldom             .4616             .5384             1
            [.4374,.4861]     [.5139,.5626]
never              .3384             .6616             1
            [.3107,.3672]     [.6328,.6893]
```

Percentages

The "per" or "percent" command allows you display the point estimates as percentage points.

```
svy:tab grade g05, row ci per
```

```
             gender
grade        female     male              Total
6            49.58       50.42            100
      [48.52,50.64]     [49.36,51.48]
8            50.91       49.09            100
      [49.99,51.83]     [48.17,50.01]
```

Rounding

The "format" command allows you to specify the display format for variables. When used as below, the number after the period allows you to indicate how many decimal points you want to show (thus 0 means to round the results).

```
svy:tab grade g05, per row ci format (%4.0f)
```

```
             gender
grade        female     male         Total
6            50          50          100
             [49,51]     [49,51]

8            51          49          100
             [50,52]     [48,50]
```

Vertical Alignment

The "vert" or "vertical" command will display your confidence intervals (ci) on top of each other and without the bracket and comma. This can be useful if you are coping your results into Excel.

```
svy:tab grade g05, row ci per vert
```

```
             gender
grade        female     male         Total
6            49.58       50.42       100
             48.52       49.36
             50.64       51.48

8            50.91       49.09       100
             49.99       48.17
             51.83       50.01
```

Stratified Analysis and Subpopulations

Often you want to look at crosstab results among specific subpopulations, i.e. among certain grade level, races, etc. One simple way is to use "drop" or "keep" commands to limit your dataset to only the subgroup you are interested in. For example if you are only looking at results among 8th grade students:

`keep if grade==8` ~ will remove students from all of the other grades.

NOTE: Make sure you do not save over your data file after using a keep or drop command. Doing so will overwrite your file and you will lose the records that were previously.

If you are only looking at results among students who have smoked cigarettes in the past 30 days:

`keep if d14use==2` ~ will only keep the current smokers in your dataset.

Another option is to use the subpop command. Any binary variable that is coded as 0, 1 can be used as a subpopulation. Examples for making subpop variables:

`gen smoke=1 if d14use==1` ~ creates a subpop of only current smokers
`gen black=1 if g06==3` ~ creates a subpop of only Black-African Americans
`gen six=1 if grade==6` ~ creates a subpop of only 6th grade students

You can also create new combined variables for subpops:

`gen black8=1 if (g06==3 & grade==8)` ~ creates a subpop of only 8th grade Black-African American students

You can also make dummy variables. This command will generate a new variable for each response option:

`tab grade, gen(gradecat)` ~ This creates 4 new variables; gradecat1 (for 6th grade), gradecat2 (for 8th grade), gradecat3 (for 10th grade) and gradecat4 (for 12th grade)

Once you have your subpop variables created, you can use them with svy:tab.
I.e., To look at current smoking prevalence by smoking in the home among 8th graders:

`svy:tab d14use d49, subpop(gradecat2) row`

```
                  does anyone who lives with you now smoke
30-day use        cigarettes?(secondary)
cigarettes
                  no     yes        Total
yes               .3462  .6538      1
no                .6896  .3104      1

Total             .6634  .3366      1
```

Interpretation: 8th grade students who smoke are more likely to live with someone who smokes (65% who smoked lived with someone who smoked).

If you are just looking at means another way to conduct stratified analyses is to use the "over" command. This is a new command in STATA 9 that replaces the "by" command. The variable or variables in parentheses after the over command define your subpopulations.

```
svy:mean bmi, over(grade g05)
```

```
Over: grade g05
_subpop_1: 8 female
_subpop_2: 8 male
_subpop_3: 10 female
_subpop_4: 10 male
_subpop_5: 12 female
_subpop_6: 12 male

Over         Mean Std. Err.     [95% Conf.      Interval]
bmi
_subpop_1    21.21193    .1552212      20.90441 21.51946
_subpop_2    21.58123    .1967449      21.19145 21.97102
_subpop_3    22.07292    .148905       21.77791 22.36792
_subpop_4    23.1982     .2170082      22.76827 23.62813
_subpop_5    23.04205    .1860317      22.67349 23.41062
_subpop_6    24.16412    .2004039      23.76708 24.56115
```

Interpretation: The mean body mass index for 8th grade females is 21.2 (20.9,21.5).

Analysis by Grade

The variable for a students grade level is "grade". Do not use the variable "hdrgrade". See the Tips for Working with Common Variables - grade and hdrgrade.

You may choose to look at grade differently depending on the types of analysis you are doing and the variables you are looking at. Some variables such as the ones that measure substance abuse vary greatly by grade level, others such as the prevalence of asthma are more stable across grade levels. To simply look at the results for one variable by grade do with " svy:tab":

```
svy:tab d14use grade, col obs
```

```
30-day use: cigarettes
                          grade
        6           8          10          12       Total
yes    .0197       .0775       .1296       .1971       .1003
        148         638        1021        1144        2951

no     .9803       .9225       .8704       .8029       .8997
        7350        7591        6859        4660        2.6e+04

Total    1           1           1           1           1
        7498        8229        7880        5804       2.9e+04
```

Interpretation: 2% of 6th graders, 8% of 8th graders, 13% of 10th graders and 20% of 12th graders smoked cigarettes in the past 30 days.

Age/Grade Standardized Estimates

As previously indicated, we generally recommend that all analyses be done stratified by grade. However, under certain conditions it may be desirable to combine the results from different grade levels. Some possible reasons to combine grades include:

1. When you have small number of respondents, such as from non-core items located toward the end of the survey form and/or in small communities
2. If you want to analyze variables that are only applicable to a small group, such as trying to find out how many students with current asthma visited an emergency room in the past year
3. If you need to produce a middle school estimate that includes grades 6 and 8 and a high school estimate that includes grades 10 and 12.

NOTE: if a middle school contains grades other than 6-8 or a high school has different grades than 10-12 then using these combinations will not be an accurate reflection of that type of school. Also note that it is not possible to use a simple combination to generate a grade 9-12 estimate that is the same as the national YRBS.

Age-standardization means making sure that each grade group contributes equally to the overall percent estimate by creating a "standard population" estimate where all grades have the same number of students. This is similar to "age-adjusted" analyses often used in Healthy People 2010 or other national measures where population demographics change over time and may influence the factor you are trying to measure. When analyzing youth data, age-standardization may be necessary if there are significant differences among grade groups and numbers of completed surveys were also different by grade groups.

We recommend the following decision rules for age/grade-standardization when you are considering using grade-combined estimates for a single year of data:

- When there is no significant or substantial difference in a factor or factors by grade, you can use a "crude" (non-standardized) estimate by simply combining the students in these grades (or not stratifying by grade)
- When there is significant difference in a factor by grade, but the purpose of your analysis is to simply express the burden of a condition, then you can use a "crude" (non-standardized) estimate. For example, if you are displaying the percent of youth in a small community who have seriously considered suicide, use a "crude" rate.
- If there is significant difference in a factor by grade, and the purpose of your analysis is to present an assessment of underlying factors in a community that may lead to a condition, then it would be appropriate to use a age/grade-adjusted estimate. For example, if you are displaying the % of youth smokers by gender who say that tobacco is easy to get and want to illustrate that it is different for males and females to inform planning, then you should use an "adjusted" (age/grade-standardized) estimate.

Steps for Creating Age-standardized Estimates

The following is an example looking at diabetes rates among students in a county (using a data set that only includes county respondents):

```
gen diabetes=h77
recode diabetes 1=0 2=1 3=0
lab def diabetes 1"yes" 0"no"
lab val diabetes diabetes

gen fakewt=1
svyset [pweight=fakewt]
svy:tab diabetes grade, col se obs per format(%3.1f)
```

```
                          grade
diabetes    8           10          12          Total
no          96.0        92.2        94.7        94.1
            (2.0)       (2.4)       (2.0)       (1.2)
            95.0        118.0       124.0       337.0
yes         4.0         7.8         5.3         5.9
            (2.0)       (2.4)       (2.0)       (1.2)
            4.0         10.0        7.0         21.0
```

- Notice that there are only four 8th grade respondents who reported having diabetes in the county. This does not meet the minimum number of respondents per cell required for reporting (you need at least 5).

We could calculate a crude combined 8th-12th grade rate by adding the prevalence of diabetes for each grade and dividing by the number of grade levels (4.0 + 7.8 + 5.3)/3 = 5.7%.

To calculate a combined prevalence rate with confidence intervals we need to "weight" our respondents to our county population. For Healthy Youth Survey weighting we most commonly use public school enrollment data from OSPI available on their website: http://www.k12.wa.us under the Data and Reports section.

- According to the 2004-2005 OSPI enrollment data for the county, there are:
  - 364 6th graders
  - 359 8th graders
  - 378 10th graders
  - 379 12th graders

- To find out the number of respondents in our data set and create our new weight:

```
tab grade
```

```
grade Freq.
6      223
8      229
10     290
12     280
Total 1,022
```

```
gen newwt = .
replace newwt = 364/223 if (grade==6 & conum==50)
replace newwt = 359/229 if (grade==8 & conum==50)
replace newwt = 378/290 if (grade==10 & conum==50)
replace newwt = 379/280 if (grade==12 & conum==50)
```

- Set up STATA with your new weight and run the same svy:tab:

```
svyset [pweight=newwt]
svy:tab diabetes grade, col se obs per
```

```
                          grade
diabetes    8           10          12          Total
no          96.0        92.2        94.7        94.2
            (2.0)       (2.4)       (2.0)       (1.2)
            95.0        118.0       124.0       337.0
yes         4.0         7.8         5.3         5.8
            (2.0)       (2.4)       (2.0)       (1.2)
            4.0         10.0        7.0         21.0
```

- Notice that the only numbers that are slightly different are in the total column. The new combined diabetes prevalence for the county's 8th, 10th and 12th graders is 5.8%, compared to the original unweighted combined total of 5.9%.

7

Adding Data

This section describes how to add additional data to your HYS dataset. It includes information about how to use the merge and the append commands. Merge allows you to add additional data to your original data by joining a common variable. Append allows you to add more respondents to your data.

STATA defines your original data as the "master data" and the new data you are merging or appending on as your "using data".

Merging

Merging is used when the data you want to add has one variable in common with your original data set, like school building number, or county number.

For example if you wanted to conduct analysis of the state sample data according to the four classifications for urban/rural and you had a dataset with those classification by school building number, you could add the classification to your HYS data with merge.

Data Preparation:

Keep your merge simple, don't include unnecessary variables. Sometimes both dataset have the same (duplicate) variables. Duplicates can confuse STATA and cause problems with your merge. If you want to keep duplicate variables, rename them if you want them to show up in you merged data set.

You also need to make sure that the variable in your new data is in the same format as your HYS data. For example the variable schnum in the HYS dataset is numeric. If you are going to merge you new data with schnum, you need to make sure that the schnum variable in your new data is also numeric. If the schnum variable in your new data is a string change it to numeric using the encode command:

```
encode schnum, gen(school)
drop schnum
rename school schnum
```

Sort Using data:

Prior to merging, you need to sort your new dataset by your merge variables.

```
sort schnum
```

After sorting, save your dataset. This is now referred to as you "using dataset".

```
save "C:new data.dta"
```

Sort Master data and merge:

Open your HYS dataset (your "master dataset") and sort it by your merge variable.

```
sort schnum
```

Merge the data:

Once your master data is sorted you can merge on you new data:

```
merge (schnum) using "C:new data.dta"
```

Merge Investigation:

While merging STATA will try to tell you if something looks wrong, look for any error messages. After the merge you will have a new variable _merge. You can use this variable to check the results of your merge. The response options provided for merge are 1, 2 and 3:

1 = the using data did not have a match
2 = the master data did not have a match
3 = matched

Depending on the dataset you are adding, you may or may not be expecting all of the data to match. I.e., when we check our merge of the urban rural classifications to HYS we get mostly 3s (matches), but we get some 2s (non-matches in the master) This is OK because we know that the urban rural classifications includes all schools in the state and our HYS data only includes schools that participated in the survey. We expect that the schools that did not participate should not match. So in this case we would simply get rid of the non-matched data by dropping them:

```
drop if _merge==2
```

If we were to get some 1s with this same merge we would need to do some investigation. We expect that every school in our HYS dataset should have an urban rural classification. We can find out the names of the schools that didn't match by:

```
tab schnum if _merge==1
```

Then we would want to check our urban rural classification to see if that school number existed. If not, we would need to figure out why ~ maybe the school changed it's number in the past year, etc.

Once you're satisfied with your merge you can get rid of the "_merge" variable:

```
drop _merge
```

NOTE: You cannot merge on additional data until you drop the "_merge" variable or rename it.

FYI: For some reason, it usually takes most of us multiple attempts to get our merges correct. So don't worry if you it takes you a few tries, and always double check your merge to make sure it did what you wanted it to.

Appending

Use the "append" command if you want to add on a similar dataset. For example if you wanted to combine your 2002 and 2004 Healthy Youth Survey results you can use the "append" command. Appending simply adds the additional data respondents underneath the originals respondents matching up the responses to the variable names.

Data Preparation:

You need to create a new variable that will differentiate the respondents in each year both datasets. Open your 2002 dataset and create a new variable for year:

```
gen year=2002
save "C:2002 data.dta"
```

Open your 2004 dataset and create the year variable:

```
gen year=2004
save "C: 2004 data.dta"
```

Sometimes it is useful to only include the variables that you will need for your analysis. This can speed up analysis and decrease the chance that STATA may become confused during the append.

Append the data:

Open your 2004 dataset and append using:

```
append using "C:2002 data.dta"
```

Append Investigation:

Just like with the "merge" command, we want to verify that your append came out correctly. In general, the 2004 variables will stay in the same order and any variables that were unique to the 2002 data will now be at the bottom of your variable list. To make sure that all of the data is there run a tab by year to see if you have the same number of respondents as you did in both of the original data sets:

```
tab year, missing
```

You should not have any missing data. You may also want to run some frequencies to verify that you are getting the same results as you were before your append.

8

Comparing State and Local Data

This section describes how to compare local data to the state. How you compare data depends on the type of data you have and the types of comparisons you want to make.

The easiest way to compare state and local data is to use the HYS Reports of Results. Reports of Results were generated by the HYS survey contractor, RMC Research Corporation, for school buildings, districts, education service district regions, and counties that participated in the survey at the minimum level. Reports of results for the state sample, state sample subpopulations (gender and race), and counties are available on the Department of Health's Healthy Youth Survey website. Building, district, ESD and county reports also include the state sample results so comparisons can be made by using the confidence intervals to determine differences (if confidence intervals do not overlap then the difference is statistically significant). This is always a good first step, even if you go on to run your comparisons in STATA. You can confirm your results with the produced reports.

To do formal comparisons you need to use actual data. How you make comparisons depends on the data sets you have and the comparison you want to do. We recommend that when you are comparing local and state results that you compare to the state sample, not the state census.

There are two ways you can do formal comparisons:

- Local vs. the rest of the state sample (the state sample minus your local results).
- Local vs. the entire state sample. Sometimes it is nice to do this comparison if you are going to display state rates and you don't want them to contradict previously published state results.

There are two types of state data sets you can have:

- Complete state data (the full census results from all schools that participated).
- State sample data (data from only the schools in the state sample)

Local vs. the REST of the State (using State Census Data)

The following commands are for use with the complete state data set (census).

If you wanted to compare a county smoking rate smoking rates in 8th grade to 8th graders in the rest of the state sample, the first thing you need to know is if the local data is a sample or if it has census data (see the Data Analysis sections). In this example we will compare two different counties to the state, first Adams County (a census county) and King County (a sampled county)

For Adams County, the county was a census so you need to create a new psu variable that will take into account both sampling schemes, census for the county and random for the state:

```
use "C:state census data.dta"
gen fakewt=1
gen id = _n
gen psuc = id + 5000
replace psuc = schgrd if (staterec==1 & conum~=88)
svyset [pweight=fakewt], psu(psuc)
```

For King County, because both the county and the state had simple random samples so we can use the set up commands:

```
use "C:state census data.dta"
gen fakewt=1
svyset [pweight=fakewt], psu(schnum)
```

To do this comparison you need to create a new variable that designates the two different groups you are comparing, local and state. For Adams County:

```
gen group=.
replace group=0 if staterec==1
replace group=1 if (conum==1 & corec==1)
lab def group 0"state" 1"county 88"
lab val group group
```

For King County (the only difference is the conum):

```
gen group=.
replace group=0 if staterec==1
replace group=1 if (conum==17 & corec==1)
lab def group 0"state" 1"county 88"
lab val group group
```

Now you are ready to run a svy:tab by your group variable. You will need to first create a subpopulation to run your variable by a specific grade, or you can create subpops from your new group variable:

```
gen grade8=1 if grade==8
svy:tab d14use group, subpop(grade8) col se obs
or
gen local=1 if group==1
gen state=1 if group==0
svy:tab d14use grade, subpop(local) col se obs
svy:tab d14use grade, subpop(state) col se obs
```

Local vs. the ENTIRE State (using State Census Data)

The following commands are for use with the complete state data set (census). To compare local data to the entire state sample you need to create separate data sets and combine them with the append command.

First you need to take your full dataset and restrict it to only state sample results and add a variable that will designate which group it is in.

```
use "C:state census data.dta"
keep if staterec=1
gen group=0
save "C:state census data.dta"
```

Then you need to make your local data set.

```
use "C:local data.dta"
keep if (conum==1 & corec==1)
gen group=1
save "C:local data.dta"
```

With your state data open, append the two files together (see the previous section Adding Data) and label your group variable:

```
use "C:state census data.dta"
append using "C:local data.dta"
lab def group 0"state" 1"county"
lab val group group
```

If your local data is a sample (such as King, Pierce, Snohomish counties) then set up for analysis with:

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
```

If your local data is census data (most counties, all districts and schools) then set up for analysis with:

```
gen fakewt=1
gen id = _n
gen psuc = id + 5000
replace psuc = schgrd if group==1
svyset [pweight=fakewt], psu(psuc)
```

Now you are ready to run a svy:tab by your group variable. You will need to first create a subpopulation to run your variable by a specific grade, or you can create subpops from your new group variable:

```
gen grade8=1 if grade==8
svy:tab d14use group, subpop(grade8) col se obs
```

or

```
gen local=1 if group==1
gen state=1 if group==0
svy:tab d14use grade, subpop(local) col se obs
svy:tab d14use grade, subpop(state) col se obs
```

Local vs. the Rest of the State (using State Sample Data)

If you have a state sample dataset and a local only dataset you will need to combine the two datasets with the append command.

First you need to take your state sample dataset and add a variable that will designate which group it is in and drop your local respondents from the state data:

```
use "C:state sample data.dta"
gen group=0
drop if conum==1
save "C:state sample data.dta"
```

Then you need to add the group variable to your local data set and make sure it only includes the proper local data.

```
use "C:local data.dta"
keep if (conum==1 & corec==1)
gen group=1
save "C:local data.dta"
```

Open your state data and append the two files together (see the previous section Adding Data) and label your group variable:

```
use "C:state sample data.dta"
append using "C:local data.dta"
lab def group 0"state" 1"county"
lab val group group
```

If your local data is a sample (such as King, Pierce, Snohomish counties) then set up for analysis with:

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
```

If your local data is census data (most counties, all districts and schools) then set up for analysis with:

```
gen fakewt=1
gen id = _n
gen psuc = id + 5000
replace psuc = schgrd if group==1
svyset [pweight=fakewt], psu(psuc)
```

Now you are ready to run a svy:tab by your group variable. You will need to first create a subpopulation to run your variable by a specific grade, or you can create subpops from your new group variable:

```
gen grade8=1 if grade==8
svy:tab d14use group, subpop(grade8) col se obs
```

or

```
gen local=1 if group==1
gen state=1 if group==0
svy:tab d14use grade, subpop(local) col se obs
svy:tab d14use grade, subpop(state) col se obs
```

Local vs. the Entire State (using State Sample Data)

If you have a state sample dataset and a local only dataset you will need to combine the two datasets with the append command.

First you need to take your state sample dataset and add a variable that will designate which group it is:

```
use "C:state sample data.dta"
gen group=0
save "C:state sample data.dta"
```

Then you need to add the group variable to your local data set and make sure it only includes the proper local data.

```
use "C:local data.dta"
keep if (conum==1 & corec==1)
gen group=1
save "C:local data.dta"
```

Open your state data and append the two files together (see the previous section Adding Data) and label your group variable:

```
use "C:state sample data.dta"
append using "C:local data.dta"
lab def group 0"state" 1"county"
lab val group group
```

If your local data is a sample (such as King, Pierce, Snohomish counties) then set up for analysis with:

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd)
```

If your local data is census data (most counties, all districts and schools) then set up for analysis with:

```
gen fakewt=1
gen id = _n
gen psuc = id + 5000
replace psuc = schgrd if group==1
svyset [pweight=fakewt], psu(psuc)
```

Now you are ready to run a svy:tab by your group variable. You will need to first create a subpopulation to run your variable by a specific grade, or you can create subpops from your new group variable:

```
gen grade8=1 if grade==8
svy:tab d14use group, subpop(grade8) col se obs
```

or

```
gen local=1 if group==1
gen state=1 if group==0
svy:tab d14use grade, subpop(local) col se obs
svy:tab d14use grade, subpop(state) col se obs
```

9

Comparing Years of Data

This section describes how to compare multiple years of data.

At this time we are not recommending that you use STATA to determine significant trends over time, only to determine changes from a single survey administration to another, i.e., a change from 2002 to 2004.

For trend analysis, we recommend that you have at least 5 data points and use a regression analysis program like Joinpoint. For more information on Joinpoint, see: http://srab.cancer.gov/joinpoint.

To simply compare changes from one administration to another, you need to combine the data sets by appending them and testing for differences using a svy:tabs by year.

The following is a comparison of current alcohol use for 8th and 10th graders from 2002 to 2004 using the state sample:

- You need to create a new variable that will differentiate the respondents in each year both datasets. Open your 2002 dataset and create a new variable for year:
```
gen year=0
lab def year 0”2002” 1”2004”
lab val year year
save “C:2002 data.dta”
```

- Open your 2004 dataset and create the year variable:
```
gen year=1
lab def year 0”2002” 1”2004”
lab val year year
```

- Open your 2004 dataset and append using:
```
append using “C:2002 data.dta”
tab year, missing
```

- If your append looks good (no missing data), then set up STATA to run svy:tabs. When comparing years of data, you need to designate year as strata. Use the p value to determine if there is a significant difference:

```
gen fakewt=1
svyset [pweight=fakewt], psu(schgrd) strata(year)
gen eight=1 if grade==8
gen ten=1 if grade==10
```

```
svy:tab d20use year, subpop(eight) col se obs per
```

```
30-day alcohol use:      year
             2002        2004        Total
yes          17.84       18.05       17.95
            (.7532)     (.86)       (.5772)
              1285        1484         2769

no           82.16       81.95       82.05
            (.7532)     (.86)       (.5772)
              5919        6739       1.3e+04

Total         100         100         100
              7204        8223       1.5e+04

Key:  column percentages (linearized standard errors of column
percentages) number of observations

Pearson:
Uncorrected chi2(1)     =     0.1146
Design-based F(1, 106)  =     0.0337          P = 0.8548
```

Interpretation: 8th grade current alcohol use did not change from 2002 to 2004 (p value NOT less than 0.05).

```
svy:tab d20use year, subpop(ten) col se obs per
```

```
30-day alcohol use:      year
             2002        2004        Total
yes          29.31       32.56       31.3
            (.9808)     (.8236)     (.6697)
              1456         2559        4015

no           70.69       67.44       68.7
            (.9808)     (.8236)     (.6697)
              3511         5301        8812
Total          100          100         100
              4967         7860       1.3e+04

Key:  column percentages (linearized standard errors of column
percentages) number of observations

Pearson:
Uncorrected   chi2(1)         =   14.8931
Design-based  F(1,102)        =    6.3332      P = 0.0134
```

Interpretation: 10th grade current alcohol significantly increased from 2002 to 2004 (p value less than 0.05).

10

Checking Findings with the HYS Website

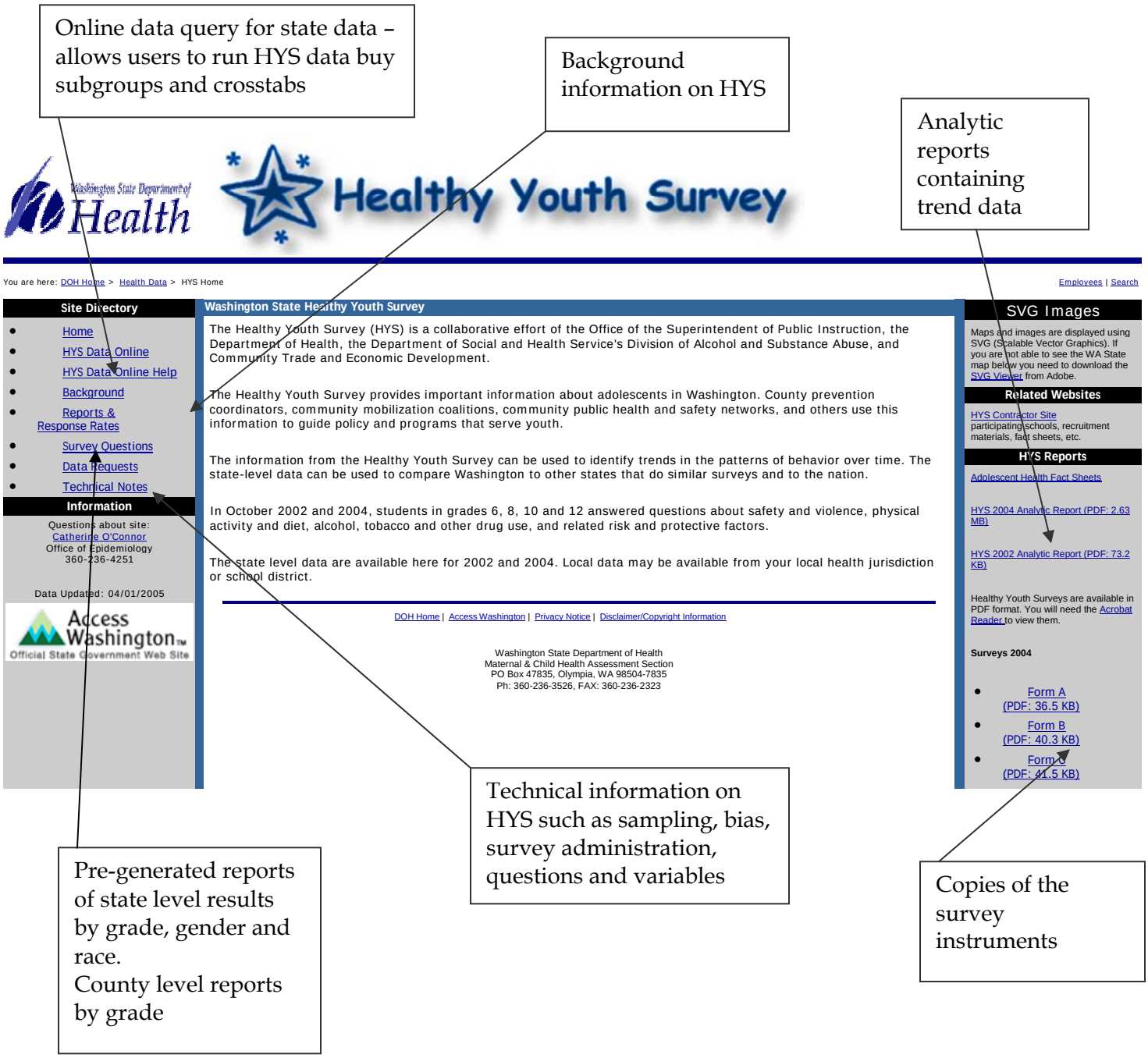
This section describes the information available on the DOH HYS website and how to use it to verify your analysis results.

When running data analysis in STATA it's always a good idea to verify your results by looking at previously produced results. Reports of results for the state sample, by gender, and by race/ethnicity group are available on DOH's HYS website. County level reports of results are also available for Counties who had at least a 40% participation rate and more than one school district participating.

The website also has an online data component where you can run crosstabs of state sampled data. You can use the online data to verify your STATA results.

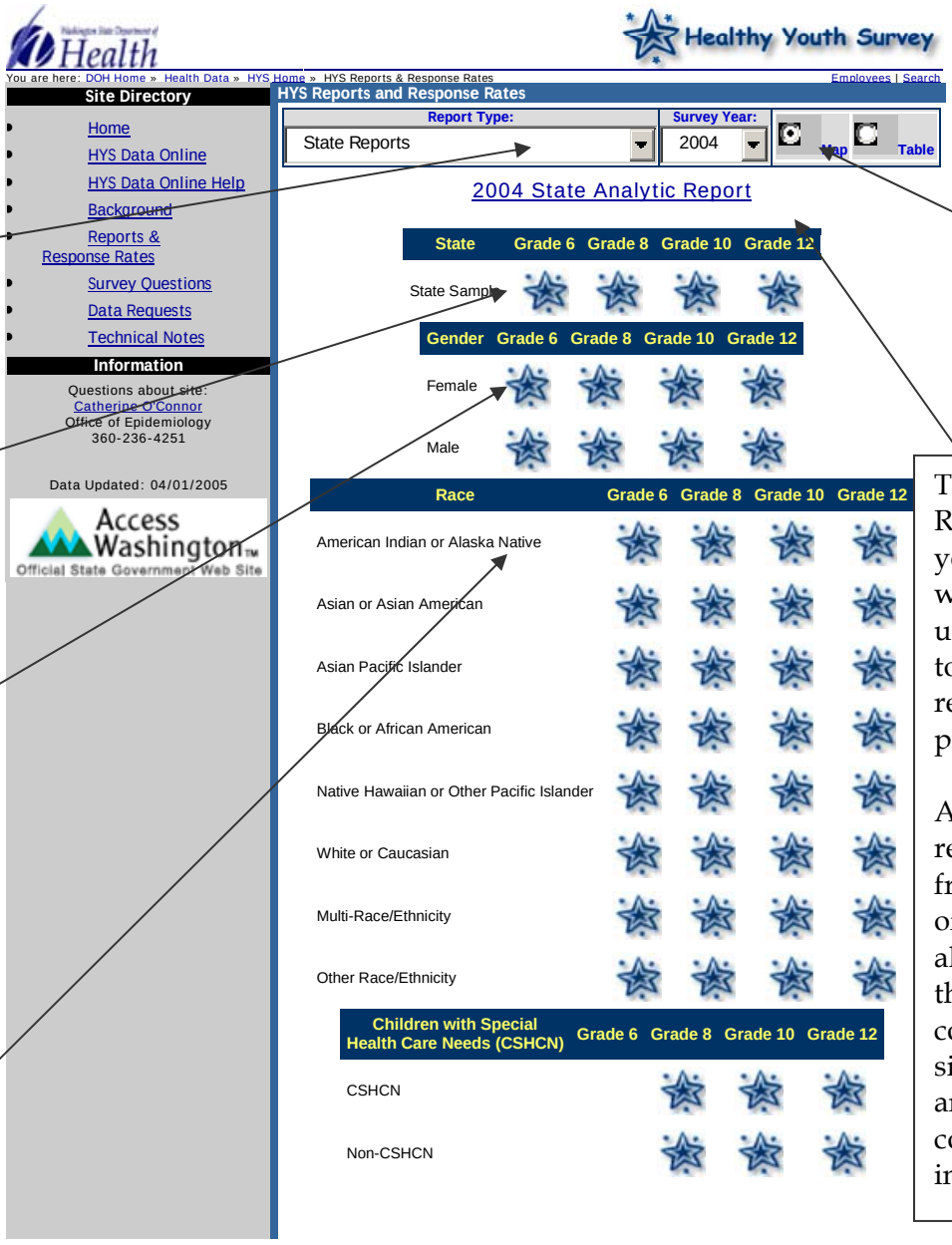
The Department of Health's - Healthy Youth Survey Website address is:
http://www3.doh.wa.gov/HYS

Website Main Page



Website Reports and Response Rates Page

On the webpage Site Director, select Reports and Response Rates. This will take you to the page below. You can use reports provided here to compare your results with state and county frequencies and results among state subpopulations.



Select State or County Level Reports of Results

State level reports are available for each grade

Gender specific state level reports are available for each grade. Use these results to check gender specific analyses

Race/ethnicity specific state level reports are available for each grade. Use these results to check race specific analyses

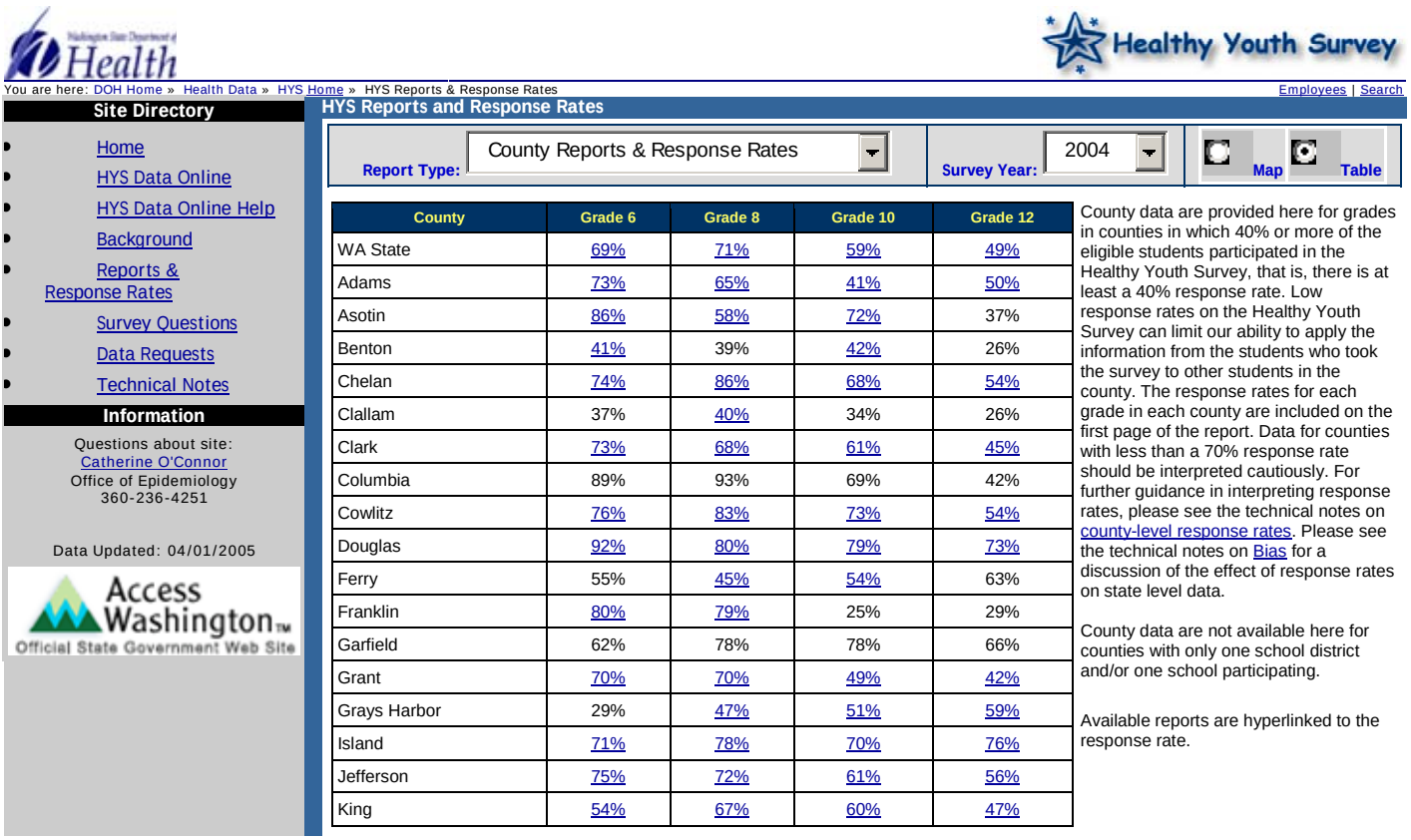
Select the year of the report you want. Currently 2002 and 2004 are available.

The State Analytic Report contains youth trend data which can be useful if you want to compare your results with previous years.

Appendix A of the report contains frequencies for all of the variables for all grades. Use these results to compare your simple frequencies and symmetrical confidence intervals

Website Online Data

If you want to verify county level results, select County Reports and Response Rates on the Report Option drop down menu the following page will be displayed in a map or a table version. County level results by grade are available for each county with greater than 40% participation and with more than one school district participating.



Health

Healthy Youth Survey

You are here: DOH Home » Health Data » HYS Home » HYS Reports & Response Rates

Employees | Search

Site Directory

- Home
- HYS Data Online
- HYS Data Online Help
- Background
- Reports & Response Rates
- Survey Questions
- Data Requests
- Technical Notes

Information

Questions about site:
Catherine O'Connor
Office of Epidemiology
360-236-4251

Data Updated: 04/01/2005

Access Washington™
Official State Government Web Site

HYS Reports and Response Rates

Report Type: County Reports & Response Rates

Survey Year: 2004

Map Table

County	Grade 6	Grade 8	Grade 10	Grade 12
WA State	69%	71%	59%	49%
Adams	73%	65%	41%	50%
Asotin	86%	58%	72%	37%
Benton	41%	39%	42%	26%
Chelan	74%	86%	68%	54%
Clallam	37%	40%	34%	26%
Clark	73%	68%	61%	45%
Columbia	89%	93%	69%	42%
Cowlitz	76%	83%	73%	54%
Douglas	92%	80%	79%	73%
Ferry	55%	45%	54%	63%
Franklin	80%	79%	25%	29%
Garfield	62%	78%	78%	66%
Grant	70%	70%	49%	42%
Grays Harbor	29%	47%	51%	59%
Island	71%	78%	70%	76%
Jefferson	75%	72%	61%	56%
King	54%	67%	60%	47%

County data are provided here for grades in counties in which 40% or more of the eligible students participated in the Healthy Youth Survey, that is, there is at least a 40% response rate. Low response rates on the Healthy Youth Survey can limit our ability to apply the information from the students who took the survey to other students in the county. The response rates for each grade in each county are included on the first page of the report. Data for counties with less than a 70% response rate should be interpreted cautiously. For further guidance in interpreting response rates, please see the technical notes on county-level response rates. Please see the technical notes on Bias for a discussion of the effect of response rates on state level data.

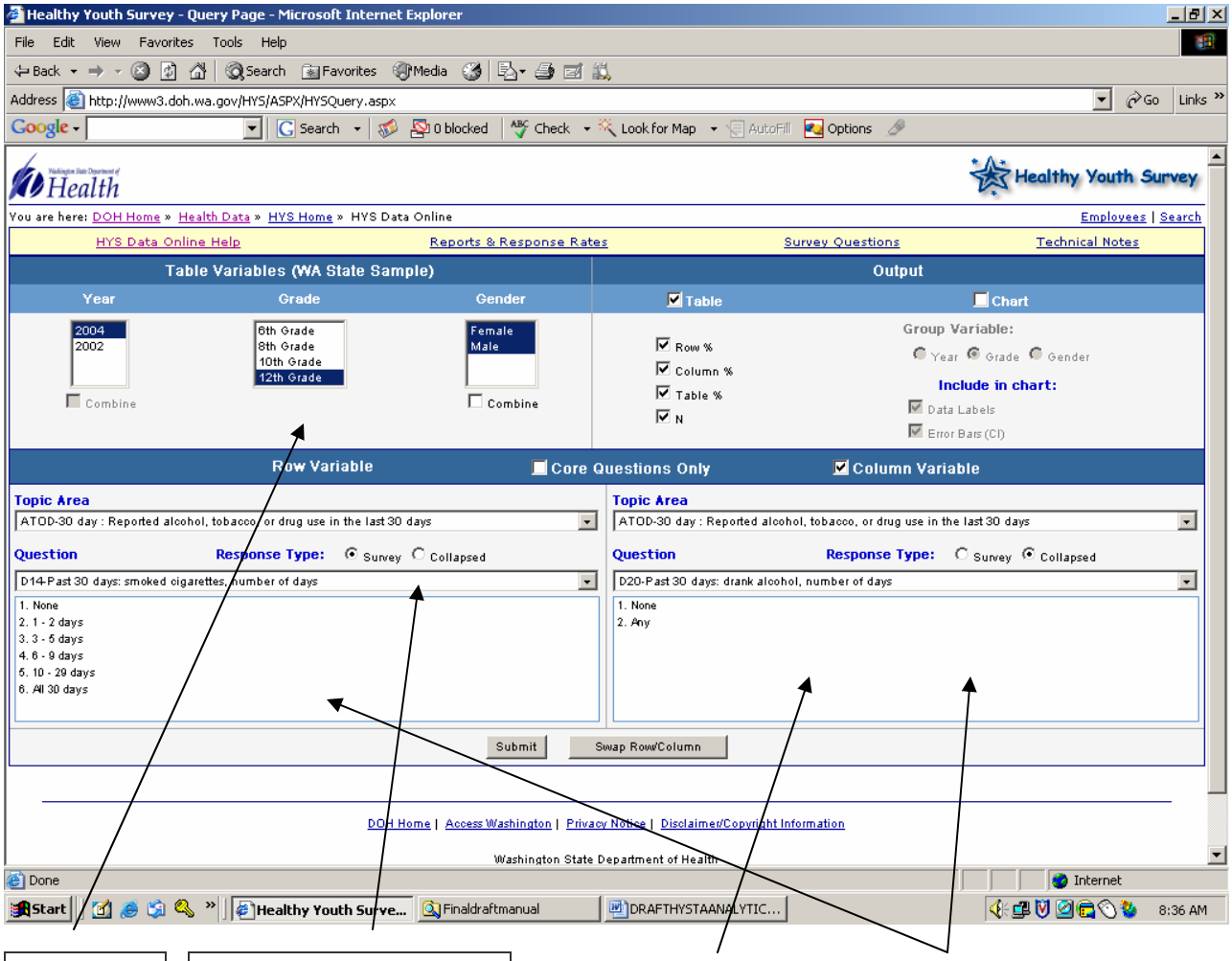
County data are not available here for counties with only one school district and/or one school participating.

Available reports are hyperlinked to the response rate.

If you are doing more complex analyses of the state sample data, such as crosstabs, there is an online data base that you can query for results. Use the online data to verify your point estimates and symmetrical confidence intervals.

Select HYS Online from the webpage Site Directory. This will take you to the following webpage. Here you can select state level by year, grade level, gender. You can also cross two variables.

Website Online Data



Select:
Year
Grade
Gender

Select a variable from the drop down menu. Variable are categorized into basic topics.

For more details on variables and their groupings go to the HYS Data Online Help section

Select a second variable for a crosstab, or just leave it blank if you only want the results for one variable

These boxes displays the response options for each variable. Choose survey to get results for all of the responses, or select collapse to get results displayed for collapsed pre-determined collapsed responses.

I.e., for this variable ATOD-30 day there are some collapsed options available (none, any). Not all variables have collapsed options.

It takes awhile to get used to using the online data. Play around with it, sometimes it is helpful to start out simple and try to reproduce known results then add in layers of complexity such as crosstabs or subgroups.

For more information about selecting variables and the options available with the online data go to the HYS Data Online Help section up in the Navigation Bar.

11

Displaying Results

This section provides some tools to help you display the results of your STATA analysis.

Tables and charts are a common way to present analysis results in a useful and visually appealing way. STATA provides a number of graphic options that you can use to display your results. Select Graphics from the drop down menu. The first option on the drop down, Easy Graphs, has some simple graphs such as line graphs, bar charts, histograms, etc.

It requires some practice to produce nice graphs in STATA, or many lines of code. A "do file" was provided on the cd and the text is provided in the following Appendix:

- Appendix H: Making Bar Graphs with Error Bars in STATA

This "do file" walks through a number of different commands for creating bar charts including how to add confidence intervals to your charts. The example used is current cigarette smoking by race and age.

Often it is easiest to copy and paste output results into a more familiar program such as Excel. Some of the formatting option described in the Additional Tips for Formatting Output can be helpful in producing output that can be more easily copied and pasted.

You can copy STATA output as text, a table, or html depending on your needs by highlighting and using the Edit drop down on the STATA toolbar or right clicking on your mouse then paste it into Excel and convert it into tables and charts. An Excel file was provided on the cd with this manual that includes templates for both common tables and charts.

Producing Tables in Excel

Below are examples of some tables that can be made by coping and pasting STATA output into Excel.:

DATA	6th Grade	8th Grade	10th Grade	12th Grade
Estimates	2.0%	7.8%	13.0%	19.7%
Standard Error	0.2%	0.5%	0.7%	1.1%
Confidence Interval lower	1.6%	6.8%	11.7%	17.7%
Confidence Interval upper	2.4%	8.9%	14.4%	21.9%
Observations	148	638	1021	1144

Grade	Estimates	n	Confidence Interval		lower limit difference	upper limit difference
			lower limit	upper limit		
6th Grade	2.0%	148	1.6%	2.4%	0%	0%
8th Grade	7.8%	638	6.8%	8.9%	1%	1%
10th Grade	13.0%	1021	11.7%	14.4%	1%	1%
12th Grade	19.7%	1144	17.7%	21.9%	2%	2%

Grade	n	Percentages	Confidence Intervals
6th Grade	148	2.0%	[1.6, 2.4]
8th Grade	638	7.8%	[6.8, 8.9]
10th Grade	1021	13.0%	[11.7, 14.4]
12th Grade	1144	19.7%	[17.7, 21.9]

Grade	n	Percentages	Confidence Intervals
6th Grade	148	2.0%	± 0.2
8th Grade	638	7.8%	± 0.5
10th Grade	1021	13.0%	± 0.7
12th Grade	1144	19.7%	± 1.1

The first step in creating output that can be easily pasted into Excel is to use the formatting options described earlier in this manual in the Additional Tips for Formatting Section. Only include the options you need for your table, i.e. if you don't need to report the n, don't use the "obs" option.

The second step is creating your table in Excel. Depending on the output you are pasting in you may need to use formulas in Excel to convert your data. In Excel you have a number of options, such as:

- Changing estimates to %
- Changing the number of decimal places
- Inserting symbols like "±"

There are also a number of formulas you can write that change the display of your table. In the examples below, the grey highlighted letter-number are the location of the data you

are trying to using in the formula, i.e. if the standard error you are trying to convert is in Row 1 and Column A of your file then you would put A1 into your formula.

The analysis commands that created the output pasted into the table below for current cigarette use by grade: svy:tab d14use grade col se ci vert obs

	Col A	Col B	Col C	Col D	Col E	Col F
Row 1	DATA		6th Grade	8th Grade	10th Grade	12th Grade
Row 2	Estimates		2.0%	7.8%	13.0%	19.7%
Row 3	Stata SE		0.2%	0.5%	0.7%	1.1%
Row4	Confidence Interval lower		1.6%	6.8%	11.7%	17.7%
Row 5	Confidence Interval upper		2.4%	8.9%	14.4%	21.9%
Row 6	Observations		148	638	1021	1144

Create lower and upper confidence level limit differences by adding and subtracting the confidence intervals from the point estimate. Using the table above the formula for calculating:

The lower limit difference = F2 – F4

The upper limit difference = F5 – F2

Grade	Estimates	n	Confidence Interval		lower limit difference	upper limit difference
			lower limit	upper limit		
12th Grade	19.7%	1144	17.7%	21.9%	2%	2%

Create bracketed confidence intervals using the lower and upper level confidence intervals in the table above by adding in some text formatting:

="["&TEXT(MID(F4,2,5)*100,"0.0")&", "&TEXT(MID(F5,2,5)*100,"0.0")&"]"

Grade	n	Percentages	Confidence Intervals
12th Grade	1144	19.7%	[17.7, 21.9]

Create symmetrical confidence intervals with a "±" in Row 3 Col D the table below by multiplying the standard error produced by STATA by 1.96 and adding some text formatting:

=""&"± "&TEXT(F3*1.96*100,"0.0")

Grade	n	Percentages	Confidence Intervals
12th Grade	1144	19.7%	± 2.1

Producing Graphs in STATA

Charts can also be produced in Excel using pasted STATA output. Again, the trick is formatting your output so that it can easily be incorporated into a chart using such formatting options as se, ci and vert.

Newer version of STATA provide a variety of graphing options. Try to experiment with the drop down Graphics menu on the tool bar to create graphics.

> NOTE: Type help graph in STATA to find more instructions about graphics. There are also a number of helpful STATA graphic books and websites.

The following example takes you through the steps to creating graph of two variables with confidence intervals of current smoking by race and grade. It was modified from an example on a UCLA STATA website and found at:
http://www.ats.ucla.edu/stat/STATA/faq/barcap.htm

This example does not attempt to thoroughly explain all of the steps involved in the graphic process, but to provide you with some sample commands that you can experiment with. A " do file" is provided on the cd with this manual and the text is available in the Appendix:

- Appendix H: Making Bar Graphs with Error Bars in STATA

Setting up

```
set mem 300m
use "C:\HYS State Sample.dta"
gen fakewt=1
svyset [pweight=fakewt], psu(schnum)
```

Creating a recoded race variable

```
gen race=g06
recode race 1=1 2=2 3=3 4=4 5=1 6=5 7=. 8=.
lab def newrace 1"API" 2"Indian" 3"Black" 4"Hispanic" 5"White"
lab val race newrace
```

Recode smoking to be 0,1 so it can be used to create a mean

```
recode d14use 1=1 2=0
```

Creating a collapsed smoking mean by grade and race

```
collapse (mean) meand14use= d14use (sd) sdd14use=d14use (count) n=d14use,
by(grade race)
```

Creating the high and low confidence interval values

```
generate hid14use = meand14use + invttail(n-1,0.025)*(sdd14use / sqrt(n))
generate lod14use = meand14use - invttail(n-1,0.025)*(sdd14use / sqrt(n))
```

Graphing

Creating a simple two-way bar graph

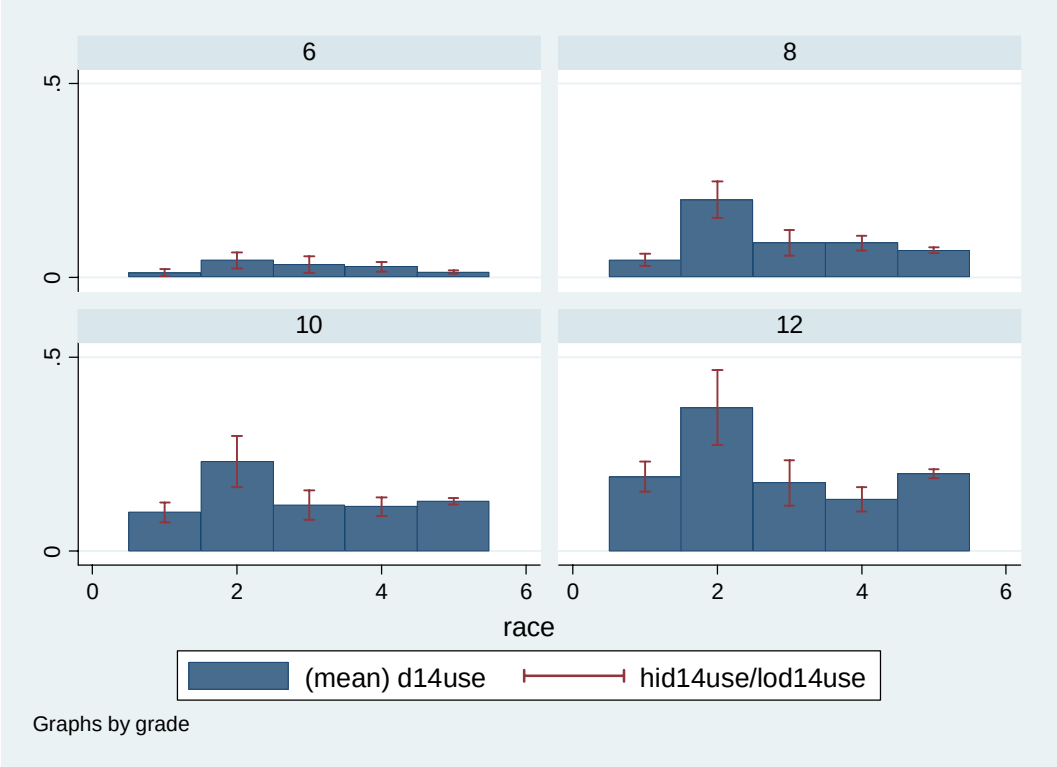
```
graph bar meand14use, over(race) over(grade)
```

Adding some color

```
graph bar meand14use, over(race) over(grade) asyvars
```

Adding confidence intervals error bars

```
graph twoway (bar meand14use race) (rcap hid14use lod14use race), by(grade)
```



Changing the graph to be set up by single variables for each race and grade and creating a graph with confidence intervals

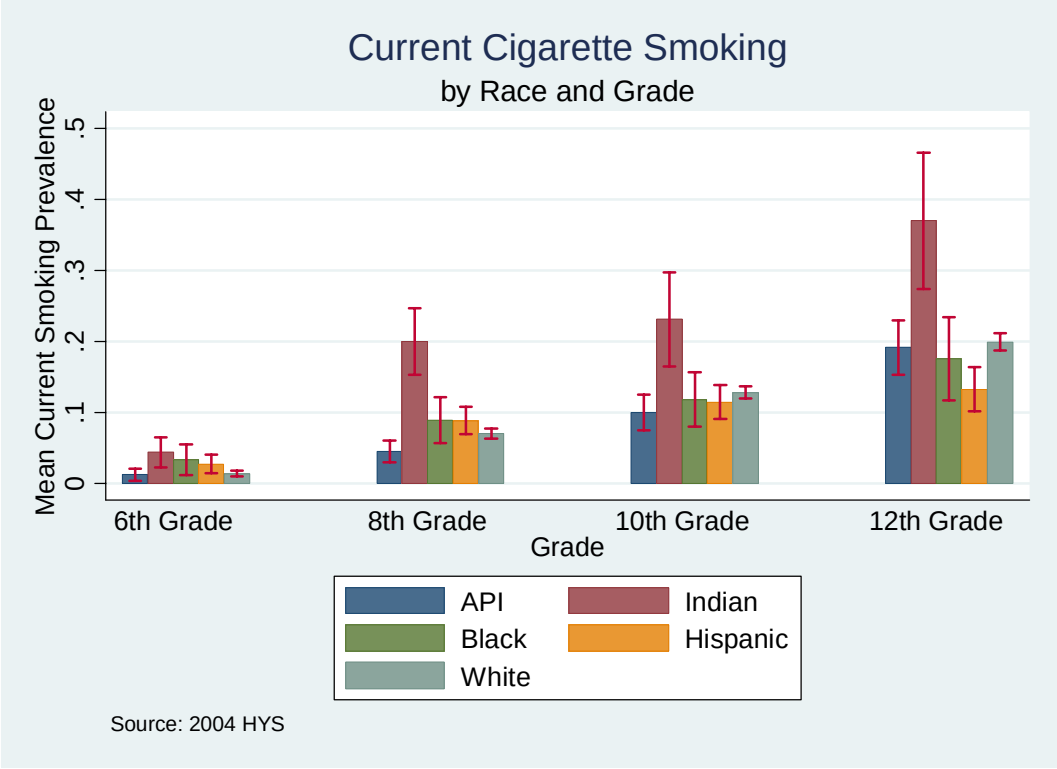
```
gen graderace=race if grade==6
replace graderace=race+10 if grade==8
replace graderace=race+20 if grade==10
replace graderace=race+30 if grade==12
sort graderace
list graderace grade race, sepby(grade)
twoway (bar meand14use graderace) (rcap hid14use lod14use graderace)
```

Adding in some color

```
twoway (bar meand14use graderace if race==1) ///
(bar meand14use graderace if race==2) ///
(bar meand14use graderace if race==3) ///
(bar meand14use graderace if race==4) ///
(bar meand14use graderace if race==5) ///
(rcap hid14use lod14use graderace)
```

Adding in a legend and labels

```
twoway (bar meand14use graderace if race==1) ///
(bar meand14use graderace if race==2) ///
(bar meand14use graderace if race==3) ///
(bar meand14use graderace if race==4) ///
(bar meand14use graderace if race==5) ///
(rcap hid14use lod14use graderace), ///
legend( order(1 "API" 2 "Indian" 3 "Black" 4 "Hispanic" 5 "White") ) ///
xlabel( 2.5 "6th Grade" 12.5 "8th Grade" 22.5 "10th Grade" 32.5"12th Grade", noticks)
///
xtitle(Grade) ytitle(Mean Current Smoking Prevalence) ///
title(Current Cigarette Smoking) subtitle(by Race and Grade) note(Source: 2004 HYS)
```



12

Web Resources

Here are a few helpful resources on the Healthy Youth Survey, STATA, and statistical analysis. The links provided here are not in any way imply that the sources are endorsed by DOH. They are just some sites that we have found to be helpful.

Healthy Youth Survey

- Washington State Department of health Website: http://www3.doh.wa.gov/HYS
- On Line Data query website: http://www3.doh.wa.gov/HYS/ASPX/HYSQuery.aspx
- HYS 2004 Administration Website (RMC Research): http://www.rmccorp.com/hys04
- HYS 2006 Administration Website: http://www.hys.wa.gov

STATA

- STATA: http://www.stata.com
- UCLA: http://www.ats.ucla.edu/stat/STATA
- WNC: http://www.cpc.unc.edu/services/computer/presentations/STATAtutorial

Statistical Analysis

- AssessNow: http://www.assessnow.info
- Emory (Biostatistics): http://www.sph.emory.edu/bios/bioslist.php
- Arizona: http://glass.ed.asu.edu/stats/analysis
- Florida: http://www.stat.ufl.edu/vlib/statistics.html
- StatSoft: http://www.statsoft.com/textbook/stathome.htm
- JoinPoint regression program: http://srab.cancer.gov/joinpoint

Appendix A: Do File ~ Quick Examples using State Sample Data

```
  *For use with STATE SAMPLE datasets (see other do files for running other types of data)

      *The following "do file" runs through many the Technical Assistance manual Data Analysis - Quick Examples section
///
       This do file is written for use with STATA 9 ///
       To use this with prior STATA versions, use the do file drop down menu and select Search then Replace ///
       Then fill in     Find what: svy:    Replace with svy       This will remove all of the colons

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-------------------------------------------------------------------------------------------
*Set up commands
clear
set mem 200m
*use "C:state sample data.dta"
      *insert the pathway to your state sample dataset below

      gen fakewt=1
      svyset [pweight=fakewt], psu(schgrd)
      keep if staterec==1

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade
      svy:tab d21use grade, col per se ci obs format(%3.1f)
            *this crosstab gives you one variable by grade, you can replace d21use with another variable
            *does marijuana use increase with age?
            *the coding after the comma helps format your STATA output
            *only include the options you need
                  *col for column percentages
                  *row for row percentages
                  *per if you want the point estimates in percentage format
                  *ci for confidence intervals
                  *obs for "n"
                  *format(%3.1f) designates the numbers before and after the decimal

*try to change the options and see how it changes the output
      svy:tab d21use grade, row per se format(%3.2f)
      svy:tab d21use grade, row se format(%3.2f)
```

```
*-------------------------------------------------------------------------------------------
*Current marijuana use by grade and gender
      gen girl=1 if g05==1
      gen boy=1 if g05==2
            *generate binary (0,1)gender subpops for use in your crosstab
      svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
      svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
            *this crosstab gives you marijuana use by grade but only among a specific group ///
              first among girls in each grade, then among boys
            *does marijuana use among girls increase with age?
            *does marijuana use among boys increase with age?

*If you wanted to see if 8th grade boys use more marijuana than girls, you need to make grade your subpop
      gen gr6=1 if grade==6
      gen gr8=1 if grade==8
      gen gr10=1 if grade==10
      gen gr12=1 if grade==12
      svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives you boys and girls marijuana smoke among 6th graders, then 8th, etc.
            *do more boys use marijuana than girls in 10th grade?  What about in 12th grade?

*-------------------------------------------------------------------------------------------
*Excess pop drinking by 5 race codes (API asian and pacific islander together)
      gen race=g06
      recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
      lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
      lab var race "5 category race group"
      lab val race race
            *create a new variable that recodes the original to the categories you want
            *label the new variable so its easy to interpret in your output

      gen sodaex=h09
      recode sodaex 1=0 2=0 3=1 4=1 5=1
      lab var sodaex "excess soda drinking, 2 or more per day"
      lab def soda 0"1 or less" 1"2 or more"
      lab val sodaex soda
            *create a new variable that recodes the number of days variable into a collapsed binary variable
            *label the new variable

      svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
```

```
            *this crosstab gives rates of excessive (2 or more) soda drinking by race for 8th graders, then 10th, etc.
            *which race group has the highest prevalence of excessive soda drinking in 8th grade?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking
      svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade
            *do 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among white students
      gen white8=1 if (grade==8 & race==1)
      gen white10=1 if (grade==10 & race==1)
      gen white12=1 if (grade==12 & race==1)
            *create a new subpop that combines both grade and race

      svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only one race
            *do white 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among boys
      gen boy8=1 if (grade==8 & g05==2)
      gen boy10=1 if (grade==10 & g05==2)
      gen boy12=1 if (grade==12 & g05==2)
            *create a new subpop that combines both grade and gender

      svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only boys
            *do 10th boys who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*NOTE:  Use caution with crosstabs of variables with low prevalence or when you are using small subpopulations ///
        to NOT report results if there are not 15 or more observation per cell
```

Appendix B: Do File ~ Quick Examples using County Census Data

```
  *For use with county datasets from census counties(see other do files for running other types of data)
      *In 2004, these counties included: Adams, Asotin,  Benton,  Chelan,  Clallam,  Clark,  Columbia,  Cowlitz,  ///
       Douglas,  Ferry,  Franklin,  Garfield,  Grant,  Grays Harbor, Island,  Jefferson,  Kittitas,  Klickitat, ///
       Lewis,  Lincoln,  Mason,  Okanogan,  Pacific,  Pend Oreille,  San Juan,  Skagit,  Skamania,  Stevens,  ///
       Thurston,  Wahkiakum,  Walla Walla,  Whatcom, Whitman,  Yakima.

      *The following "do file" runs through many the Technical Assistance manual Data Analysis - Quick Examples section
///
       This do file is written for use with STATA 9 ///
       To use this with prior STATA versions, use the do file drop down menu and select Search then Replace ///
       Then fill in     Find what: svy:    Replace with svy       Replace All will remove all of the colons.

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-------------------------------------------------------------------------------------------
*Set up commands
clear
set mem 200m
*use "C:county census data.dta"
      *insert the pathway to your state sample dataset below

      gen fakewt=1
      svyset [pweight=fakewt]
      keep if corec==1

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade
      svy:tab d21use grade, col per se ci obs format(%3.1f)
            *this crosstab gives you one variable by grade, you can replace d21use with another variable
            *does marijuana use increase with age?
            *the coding after the comma helps format your STATA output
            *only include the options you need
                  *col for column percentages
                  *row for row percentages
                  *per if you want the point estimates in percentage format
                  *ci for confidence intervals
                  *obs for "n"
```

```
                  *format(%3.1f) designates the numbers before and after the decimal

*try to change the options and see how it changes the output
      svy:tab d21use grade, row per se format(%3.2f)
      svy:tab d21use grade, row se format(%3.2f)

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade and gender
      gen girl=1 if g05==1
      gen boy=1 if g05==2
            *generate binary (0,1)gender subpops for use in your crosstab
      svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
      svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
            *this crosstab gives you marijuana use by grade but only among a specific group ///
              first among girls in each grade, then among boys
            *does marijuana use among girls increase with age?
            *does marijuana use among boys increase with age?

*If you wanted to see if 8th grade boys use more marijuana than girls, you need to make grade your subpop
      gen gr6=1 if grade==6
      gen gr8=1 if grade==8
      gen gr10=1 if grade==10
      gen gr12=1 if grade==12
      svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives you boys and girls marijuana smoke among 6th graders, then 8th, etc.
            *do more boys use marijuana than girls in 10th grade?  What about in 12th grade?

*-------------------------------------------------------------------------------------------
*Excess pop drinking by 5 race codes (API asian and pacific islander together)
      gen race=g06
      recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
      lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
      lab var race "5 category race group"
      lab val race race
            *create a new variable that recodes the original to the categories you want
            *label the new variable so its easy to interpret in your output

      gen sodaex=h09
      recode sodaex 1=0 2=0 3=1 4=1 5=1
      lab var sodaex "excess soda drinking, 2 or more per day"
      lab def soda 0"1 or less" 1"2 or more"
      lab val sodaex soda
            *create a new variable that recodes the number of days variable into a collapsed binary variable
            *label the new variable
```

```
      svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives rates of excessive (2 or more) soda drinking by race for 8th graders, then 10th, etc.
            *which race group has the highest prevalence of excessive soda drinking in 8th grade?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking
      svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade
            *do 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among white students
      gen white8=1 if (grade==8 & race==1)
      gen white10=1 if (grade==10 & race==1)
      gen white12=1 if (grade==12 & race==1)
            *create a new subpop that combines both grade and race

      svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only one race
            *do white 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among boys
      gen boy8=1 if (grade==8 & g05==2)
      gen boy10=1 if (grade==10 & g05==2)
      gen boy12=1 if (grade==12 & g05==2)
            *create a new subpop that combines both grade and gender

      svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only boys
            *do 10th boys who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*NOTE:  Use caution with crosstabs in small counties, or with variables with low prevalence ///
       or when you are using small subpopulations to NOT report results if there are not 15 or more observation per
cell
```

Appendix C: Do File ~ Quick Examples using County Sample Data

```
  *For use with county datasets from census counties(see other do files for running other types of data)
      *In 2004, these counties included: King, Pierce, Snohomish

      *The following "do file" runs through many the Technical Assistance manual Data Analysis - Quick Examples section
///
       This do file is written for use with STATA 9 ///
       To use this with prior STATA versions, use the do file drop down menu and select Search then Replace ///
       Then fill in     Find what: svy:    Replace with svy       Replace All will remove all of the colons.

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-------------------------------------------------------------------------------------------
*Set up commands
clear
set mem 200m
*use "C:county sample data.dta"
      *insert the pathway to your county sample dataset below

      gen fakewt=1
      svyset [pweight=fakewt], psu(schgrd)
      keep if corec==1

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade
      svy:tab d21use grade, col per se ci obs format(%3.1f)
            *this crosstab gives you one variable by grade, you can replace d21use with another variable
            *does marijuana use increase with age?
            *the coding after the comma helps format your STATA output
            *only include the options you need
                  *col for column percentages
                  *row for row percentages
                  *per if you want the point estimates in percentage format
                  *ci for confidence intervals
                  *obs for "n"
                  *format(%3.1f) designates the numbers before and after the decimal

*try to change the options and see how it changes the output
      svy:tab d21use grade, row per se format(%3.2f)
```

```
      svy:tab d21use grade, row se format(%3.2f)

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade and gender
      gen girl=1 if g05==1
      gen boy=1 if g05==2
            *generate binary (0,1)gender subpops for use in your crosstab
      svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
      svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
            *this crosstab gives you marijuana use by grade but only among a specific group ///
              first among girls in each grade, then among boys
            *does marijuana use among girls increase with age?
            *does marijuana use among boys increase with age?

*If you wanted to see if 8th grade boys use more marijuana than girls, you need to make grade your subpop
      gen gr6=1 if grade==6
      gen gr8=1 if grade==8
      gen gr10=1 if grade==10
      gen gr12=1 if grade==12
      svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives you boys and girls marijuana smoke among 6th graders, then 8th, etc.
            *do more boys use marijuana than girls in 10th grade?  What about in 12th grade?

*-------------------------------------------------------------------------------------------
*Excess pop drinking by 5 race codes (API asian and pacific islander together)
      gen race=g06
      recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
      lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
      lab var race "5 category race group"
      lab val race race
            *create a new variable that recodes the original to the categories you want
            *label the new variable so its easy to interpret in your output

      gen sodaex=h09
      recode sodaex 1=0 2=0 3=1 4=1 5=1
      lab var sodaex "excess soda drinking, 2 or more per day"
      lab def soda 0"1 or less" 1"2 or more"
      lab val sodaex soda
            *create a new variable that recodes the number of days variable into a collapsed binary variable
            *label the new variable

      svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
```

```
      svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives rates of excessive (2 or more) soda drinking by race for 8th graders, then 10th, etc.
            *which race group has the highest prevalence of excessive soda drinking in 8th grade?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking
      svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade
            *do 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among white students
      gen white8=1 if (grade==8 & race==1)
      gen white10=1 if (grade==10 & race==1)
      gen white12=1 if (grade==12 & race==1)
            *create a new subpop that combines both grade and race

      svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only one race
            *do white 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among boys
      gen boy8=1 if (grade==8 & g05==2)
      gen boy10=1 if (grade==10 & g05==2)
      gen boy12=1 if (grade==12 & g05==2)
            *create a new subpop that combines both grade and gender

      svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only boys
            *do 10th boys who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*NOTE:  Use caution with crosstabs in small counties, or with variables with low prevalence ///
        or when you are using small subpopulations to NOT report results if there are not 15 or more observation per
cell
```

Appendix D: Do File ~ Quick Examples using County Mixed Sample Data

```
  *For use with county datasets from census counties(see other do files for running other types of data)
      *In 2004, these counties included: Kitsap and Spokane

      *The following "do file" runs through many the Technical Assistance manual Data Analysis - Quick Examples section
///
       This do file is written for use with STATA 9 ///
       To use this with prior STATA versions, use the do file drop down menu and select Search then Replace ///
       Then fill in     Find what: svy:    Replace with svy       Replace All will remove all of the colons.

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-------------------------------------------------------------------------------------------
*Set up commands
clear
set mem 200m
*use "C:county mixed data.dta"
      *insert the pathway to your county sample dataset below

      gen fakewt=1
      gen psu=schoolid +10000
      replace psu=schgrd if grade==6
      svyset [pweight=fakewt], psu(psu)
      keep if corec==1

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade
      svy:tab d21use grade, col per se ci obs format(%3.1f)
            *this crosstab gives you one variable by grade, you can replace d21use with another variable
            *does marijuana use increase with age?
            *the coding after the comma helps format your STATA output
            *only include the options you need
                  *col for column percentages
                  *row for row percentages
                  *per if you want the point estimates in percentage format
                  *ci for confidence intervals
                  *obs for "n"
                  *format(%3.1f) designates the numbers before and after the decimal
```

```
*try to change the options and see how it changes the output
      svy:tab d21use grade, row per se format(%3.2f)
      svy:tab d21use grade, row se format(%3.2f)

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade and gender
      gen girl=1 if g05==1
      gen boy=1 if g05==2
            *generate binary (0,1)gender subpops for use in your crosstab
      svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
      svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
            *this crosstab gives you marijuana use by grade but only among a specific group ///
              first among girls in each grade, then among boys
            *does marijuana use among girls increase with age?
            *does marijuana use among boys increase with age?

*If you wanted to see if 8th grade boys use more marijuana than girls, you need to make grade your subpop
      gen gr6=1 if grade==6
      gen gr8=1 if grade==8
      gen gr10=1 if grade==10
      gen gr12=1 if grade==12
      svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives you boys and girls marijuana smoke among 6th graders, then 8th, etc.
            *do more boys use marijuana than girls in 10th grade?  What about in 12th grade?

*-------------------------------------------------------------------------------------------
*Excess pop drinking by 5 race codes (API asian and pacific islander together)
      gen race=g06
      recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
      lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
      lab var race "5 category race group"
      lab val race race
            *create a new variable that recodes the original to the categories you want
            *label the new variable so its easy to interpret in your output

      gen sodaex=h09
      recode sodaex 1=0 2=0 3=1 4=1 5=1
      lab var sodaex "excess soda drinking, 2 or more per day"
      lab def soda 0"1 or less" 1"2 or more"
      lab val sodaex soda
            *create a new variable that recodes the number of days variable into a collapsed binary variable
            *label the new variable
```

```
      svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives rates of excessive (2 or more) soda drinking by race for 8th graders, then 10th, etc.
            *which race group has the highest prevalence of excessive soda drinking in 8th grade?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking
      svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade
            *do 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among white students
      gen white8=1 if (grade==8 & race==1)
      gen white10=1 if (grade==10 & race==1)
      gen white12=1 if (grade==12 & race==1)
            *create a new subpop that combines both grade and race

      svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only one race
            *do white 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among boys
      gen boy8=1 if (grade==8 & g05==2)
      gen boy10=1 if (grade==10 & g05==2)
      gen boy12=1 if (grade==12 & g05==2)
            *create a new subpop that combines both grade and gender

      svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only boys
            *do 10th boys who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*NOTE:  Use caution with crosstabs in small counties, or with variables with low prevalence ///
       or when you are using small subpopulations to NOT report results if there are not 15 or more observation per
cell
```

Appendix E: Do File ~ Quick Examples using ESD Data

```
  *For use with ESD datasets

      *The following "do file" runs through many the Technical Assistance manual Data Analysis - Quick Examples section
///
       This do file is written for use with STATA 9 ///
       To use this with prior STATA versions, use the do file drop down menu and select Search then Replace ///
       Then fill in     Find what: svy:    Replace with svy       Replace All will remove all of the colons.

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-------------------------------------------------------------------------------------------
*Set up commands
clear
set mem 200m
*use "C:ESD data.dta"
      *insert the pathway to your ESD dataset below


keep if esdrec==1
gen fakewt=1
gen id = _n
gen psu=id + 10000
replace psu=schgrd if (conum==17)
replace psu=schgrd if (conum==27)
replace psu=schgrd if (conum==31)
replace psu=schgrd if (conum==18 & grade==6)
replace psu=schgrd if (conum==32 & grade==6)
svyset [pweight=esdwt], psu(psu), strata(conum)

*-------------------------------------------------------------------------------------------
*Current marijuana use by grade
      svy:tab d21use grade, col per se ci obs format(%3.1f)
            *this crosstab gives you one variable by grade, you can replace d21use with another variable
            *does marijuana use increase with age?
            *the coding after the comma helps format your STATA output
            *only include the options you need
                  *col for column percentages
                  *row for row percentages
```

```
                  *per if you want the point estimates in percentage format
                  *ci for confidence intervals
                  *obs for "n"
                  *format(%3.1f) designates the numbers before and after the decimal

*try to change the options and see how it changes the output
      svy:tab d21use grade, row per se format(%3.2f)
      svy:tab d21use grade, row se format(%3.2f)

*-------------------------------------------------------------------------------------
*Current marijuana use by grade and gender
      gen girl=1 if g05==1
      gen boy=1 if g05==2
            *generate binary (0,1)gender subpops for use in your crosstab
      svy:tab d21use grade, subpop(girl) col per se ci obs format(%3.1f)
      svy:tab d21use grade, subpop(boy) col per se ci obs format(%3.1f)
            *this crosstab gives you marijuana use by grade but only among a specific group ///
              first among girls in each grade, then among boys
            *does marijuana use among girls increase with age?
            *does marijuana use among boys increase with age?

*If you wanted to see if 8th grade boys use more marijuana than girls, you need to make grade your subpop
      gen gr6=1 if grade==6
      gen gr8=1 if grade==8
      gen gr10=1 if grade==10
      gen gr12=1 if grade==12
      svy:tab d21use g05, subpop(gr6) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab d21use g05, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives you boys and girls marijuana smoke among 6th graders, then 8th, etc.
            *do more boys use marijuana than girls in 10th grade?  What about in 12th grade?

*-------------------------------------------------------------------------------------
*Excess pop drinking by 5 race codes (API asian and pacific islander together)
      gen race=g06
      recode race 1=4 2=5 3=3 4=2 5=4 6=1 7=. 8=.
      lab def race 1"white" 2"hispanic" 3"black" 4"api" 5"indian"
      lab var race "5 category race group"
      lab val race race
            *create a new variable that recodes the original to the categories you want
            *label the new variable so its easy to interpret in your output

      gen sodaex=h09
      recode sodaex 1=0 2=0 3=1 4=1 5=1
      lab var sodaex "excess soda drinking, 2 or more per day"
```

```
      lab def soda 0"1 or less" 1"2 or more"
      lab val sodaex soda
            *create a new variable that recodes the number of days variable into a collapsed binary variable
            *label the new variable

      svy:tab sodaex race, subpop(gr8) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr10) col per se ci obs format(%3.1f)
      svy:tab sodaex race, subpop(gr12) col per se ci obs format(%3.1f)
            *this crosstab gives rates of excessive (2 or more) soda drinking by race for 8th graders, then 10th, etc.
            *which race group has the highest prevalence of excessive soda drinking in 8th grade?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking
      svy:tab sodaex d21use, subpop(gr8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(gr12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade
            *do 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among white students
      gen white8=1 if (grade==8 & race==1)
      gen white10=1 if (grade==10 & race==1)
      gen white12=1 if (grade==12 & race==1)
            *create a new subpop that combines both grade and race

      svy:tab sodaex d21use, subpop(white8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(white12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only one race
            *do white 10th graders who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
*Current marijuana use by excess pop drinking among boys
      gen boy8=1 if (grade==8 & g05==2)
      gen boy10=1 if (grade==10 & g05==2)
      gen boy12=1 if (grade==12 & g05==2)
            *create a new subpop that combines both grade and gender

      svy:tab sodaex d21use, subpop(boy8) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy10) row per se ci obs format(%3.1f)
      svy:tab sodaex d21use, subpop(boy12) row per se ci obs format(%3.1f)
            *this is a crosstab of two different binary (0,1) variables by grade among only boys
            *do 10th boys who drink excessive soda smoke more marijuana?

*-------------------------------------------------------------------------------------------
```

```
*NOTE:  Use caution with crosstabs in small counties, or with variables with low prevalence ///
        or when you are using small subpopulations to NOT report results if there are not 15 or more observation per
cell
```

Appendix F: Do File ~ Detailed State Sample Examples

```
  *For use with State Sample data only

      *The following "do file" runs through many the Technical Assistance manual Data Analysis - Detailed Examples
section ///
       This do file is written for use with STATA 9 ///
       To use this with prior STATA versions, use the do file drop down menu and select Search then Replace ///
       Then fill in     Find what: svy:    Replace with svy       Replace All will remove all of the colons.

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-------------------------------------------------------------------------------------------
*OPENING your data,  ///
 start your do file with the clear command to get rid on any previous data ///
 provide STATA with enough memory to open up your dataset, the amount may range from 100 to 400m
      clear
      set mem 200m
      *use "C:state sample data.dta"
            *open your data file (you can also use the File drop down menu your STATA screen to open your data)

      use "C:\Documents and Settings\smr8303\My Documents\DATA sets\2004 HYS\hys04 final state data set.dta", clear

*-------------------------------------------------------------------------------------------
*SETUP for ANALYSIS

*SETUP STATA to run survey analysis including providing weight and primary sampling unit ///
 the setup you use depends upon the type of data and the type of results you want ///
 the following set up commands are provided for many different types ///
 ONLY RUN THE COMMANDS UNDER THE TYPE OF ANALYSIS YOU WANT TO CONDUCT  ///
 If running county specific data, insert the proper county numeric code in place of county X (same for district or
building)

*STATE SAMPLE
      gen fakewt=1
```

```
      svyset [pweight=fakewt], psu(schgrd)
      keep if staterec==1


*-------------------------------------------------------------------------------------------
*Frequencies and Summaries of Statistics
*EXPLORING a variable prior to analysis and creating simple frequencies

*using svy:tab just to get an idea of the distribution of current cigarette smoking
      svy:tab d14
      svy:tab d14, obs se ci

      summarize d14
      summarize d14, detail

*to look at a continuous variables, try using a histogram
      histogram bmi

*You can also explore combinations of variables to see if one has an effect on the other
      svy:tab d14use grade, col
  *NOTE: because grade level is an important factor for most variables, most analysis are usually done by grade ///
         or among grade subpopulations

*You can also look at this graphically with a histogram by grade
      histogram d14, by(grade)
      *Note that there is a different distribution by grade

*-------------------------------------------------------------------------------------------
*TWO-WAY TABLES or CROSSTABLES

*svy:tab allows you to cross two variables ///
 this simple tab splits up the data into four cells with the totals of the cells = 100% ///
 the tab will also give you the results of a chi-squared test to let you know if one of the cells is different from the
others
      svy:tab d28 g05

*Additional Options with SVY
*Col and ROW - to get a cross tab with column or row percents
      svy:tab d28 g05, col
      svy:tab d28 g05, row
 *notice how row and col produce different point estimates

*Obs - you can also add the obs command to get the number of observations used to calculate each point estimate
      svy:tab d28 g05, col obs

 *notice that the total number of observations comes out in scientific notation ///
```

```
  if you really need to know what that number is you can format your output ///
  other formatting tips are provided later in the manual also
      svy:tab d28 g05, col obs format(%9.3f)
  *the number 9 allows 9 numbers to be displayed before the decimal point and the 3 displays 3 numbers after it

*SE and CI - you can also add confidence intervals and standard errors to your output
*for standard error (to get symmetrical confidence intervals multiply by 1.96)
      svy:tab d28 g05, col se

*for asymetrical confidence intervals at the 95% confidence level (this is the default, you can change it with
formatting)
      svy:tab d28 g05, col ci

*you can add as many of these commands as you need
      svy:tab d28 g05, col se ci obs format(%9.3f)

*-------------------------------------------------------------------------------------------
*Svy:prop Command
*Another command to generate means and confidence intervals is svy:prop ///
 svy:prop generates a different output format and does not provide a statistical test for significance ///
 it may be useful if you need to do crosstabs with multiple layers
      svy:prop d14use, over(grade g05)

*-------------------------------------------------------------------------------------------
*CREATING NEW VARIABLES and RECODING

*-------------------------------------------------------------------------------------------
*GENERATING new Variables
*you can create a new variable that has the same value as an original variable ///
 this can be useful if you plan to modify the variable in any way, so you still have the original in tact
      gen cig30=d14
      tab d14
      tab cig30
  *notice that they have exactly the same output

*you can generate combined variables of one ore more original variables
      gen cigchew30 = d14use + d15use
      tab d14use
      tab d15use
      tab cigchew30
  *notice that there are more response options (2=yes to both, 3=yes to one but not both, 4=no to both)

*you can create variables with no respondents, only missing values
      gen new=.
      tab new
```

```
*you can also create new dummy variables for each response option from an original variable
      tab grade, gen(gradecat)
      tab grade
      tab gradecat1
      tab gradecat2
  *notice that gradecat1 are the respondents from grade 6, gradecat2 are the respondents from grade 8 ///
   and notice that you have new variables at the bottom of your variable list

*All of these generated variables come in handy when trying to recode your data

*-------------------------------------------------------------------------------------------
*Recoding
*RECODE the original current smoking variable to see if you get the same results as the pre-collapsed variable (d14use)
*Codebook your variable to see the response options before recoding
      codebook d14
      gen cig30=d14
      recode cig30 1=0 2=1 3=1 4=1 5=1 6=1

      svy:tab cig30 grade, col se
      svy:tab d14use grade, col se
      *Did the percentage point estimates come out the same?  How about the standard errors?

*-------------------------------------------------------------------------------------------
*Replacing
*For more complex coding you will need to use the replace command
*In this example we will combine the variable for exposure to SHS in a room (d46) with exposure in a car (d47) ///
 to create an any exposure variable
*Always a good idea to codebook your variables first
      codebook d46 d47

*Create the new combined variable by designating with location of the response options from the original variables
      gen anyexp=.
      replace anyexp=0 if (d46==1 & d47==1)
      replace anyexp=1 if (d29==2 | d29==3 | d29==4 | d30==2 | d30==3 | d30==4)

      svy:tab anyexp grade, col

*-------------------------------------------------------------------------------------------
*LABELING newly created variables helps to keep response options clear when running analysis
*to label a variable with a description:
      lab var cig30 "Current cigarette smoking, any days vs. none"
      lab var susc "Susceptibility to tobacco use"

*to label response options you have two steps, first you have to create a label and then you have to attach it
      lab def noneany 0"none" 1"any"
      lab val cig30 noneany
```

```
*run a svy:tab to see if the lables were applied
      svy:tab cig30 grade, col

*-------------------------------------------------------------------------------------------
*Practicing a few FORMATTING TIPS

*Widening Table Columns
*to create output with columns that are wide enough to display your response option lables and estimates
*stubwidth changes the width of response lables, cellwidth changes the width for the estimates
      svy:tab s01 g05, row ci stubwidth (20) cellwidth (15)

*compare your results without designating the column widths
      svy:tab grade g05, row ci per

*usually STATA will display your estimates so most times it may only be necessary to include the stubwidth command
      svy:tab d14 grade, col ci stubwidth (15)

*Percentages
*to display your estimates as percentage point add the per command
      svy:tab d14 grade, col per

*Rounding
*to modify the number of decimal places in the output use the format command
      svy:tab grade g05, per row ci format format(%4.0f)
      svy:tab grade g05, per row ci format format(%4.2f)
            *notice the difference changing the number after the decimal point makes ///
             .2 gives 2 decimal points and .0 rounds to the whole number

*try changing the number before the decimal point
      svy:tab grade g05, per row ci format format(%2.0f)
            *the number before the decimal point indicates how many whole numbers can be displayed in the output
            *sometimes making the number bigger can help if your observations are coming out in scientific notation
            *notice that STATA will not run it if you make the number too small, ///
             this is because it would create missing data in the output

*Vertical Alignment
*to display confidence intervals in a vertical fashion without the bracket and comma use the vert option
*this can be handy if you are pasting results into an excel table
      svy:tab grade g05, row ci per vert

*-------------------------------------------------------------------------------------------
Analysis by Grade
*As said previously, most HYS data should be analyzed by grade.
*This is just an example of one variable by grade.
*The next section, stratified analysis and subpops covers how to do crosstabs
```

```
      svy:tab d14use grade, col obs

*-------------------------------------------------------------------------------------
*STRATIFIED Analysis and SUBPOPULATIONS

*STATA provides a number of ways to create and run stratified analysis
*Below are a few ways to generate subpop variables to use in analysis, they need to be coded as 1, 0
      keep if grade==8
            *removes students from all other grades, keeps only 8th grade

      keep if d14use==2
            *keeps only current smokers

      gen smoke=1 if d14use==1
            *creates a subpop of only current smokers

      gen black=1 if g06==3
            *creates a subpop of only Black-African American students

      gen six=1 if grade==6
            *creates a subpop of only 8th graders

      gen black8=1 if (g06==3 & grade==8)
            *creates a subpop of only 8th grade Black-African American students


*You can also create dummy variables to be used as subpops:
      tab grade, gen(gradecat)
            *creates four new dummy variables gradecat1 (for 6th grade), gradecat2 (for 8th grade), ///
             gradecat3 (for 10th grade) and gradecat4 (for 12th grade)

      svy:tab d14use d49, subpop(gradecat2) row
            *crosses current smoking by household smoking only among 8th graders


*You can also use the over command to run stratified analysis
svy:mean bmi, over(grade g05)
```

Appendix G: Do File for General Set Up for Survey Analysis

```
      *The following "do file" runs through many the Technical Assistance manual ///
       It includes a number of different set up options that you can use depending on the type of data set you have ///
       and the level of analysis you need to run

      *This do file should work for all versions of STATA

      *To run a line of command highlight the command text and hit the icon above that looks like a page with text on
it ///
       Instructions for this file are preceded by an asterisk, they are just informational ///
       Actual STATA command are indented and do not have an asterisk

      *The commands and instructions presented here are suggestions and only a sampling of the multiple ways in ///
       in which STATA can be used to analyze survey data

*-----------------------------------------------------------------------------------------------------------------
--
*For County level set up, you need to replace the "x" with the proper county number
*-----------------------------------------------------------------------------------------------------------------
--

*STATE SAMPLE
      gen fakewt=1
      svyset [pweight=fakewt], psu(schgrd)
      keep if staterec==1

*-----------------------------------------------------------------------------------------------------------------
--
*ANALYSIS of a COUNTY with a COUNTY SAMPLE (in 2004 King, Pierce, Snohomish, Kitsap 6th grade only, Spokane 6th grade
only)
      keep if conum==X
      keep if corec==1
      gen fakewt=1
      svyset [pweight=fakewt], psu(schgrd)

*-----------------------------------------------------------------------------------------------------------------
--
*ANALYSIS of a COUNTY with both SAMPLE and CENSUS (in 2004 Kitsap and Spokane)
      keep if conum==x
      keep if corec==1
      gen fakewt=1
      gen psu=schoolid +10000
      replace psu=schgrd if grade==6
      svyset [pweight=fakewt], psu(psu)
```

```
*-------------------------------------------------------------------------------------------------------------------
--
*ANALYSIS of a COUNTY with a CENSUS (All other counties)
      keep if conum==x
      keep if corec==1
      gen fakewt=1
      svyset [pweight=fakewt]

*-------------------------------------------------------------------------------------------------------------------
--
*ANALYSIS of MULTIPLE COUNTIES using a Complete State Data Set (Census)
      drop if (conum==2 & grade==12)
      drop if conum==3 & (grade==8 | grade==12)
      drop if conum==5 & (grade==6 | grade==10 | grade==12)
      drop if conum==7
      drop if conum==10 & (grade==6 | grade==12)
      drop if conum==11 & (grade==10 | grade==12)
      drop if conum==12
      drop if (conum==14 & grade==6)
      drop if (conum==18 & grade==12)
      drop if conum==21
      drop if conum==30 & (grade==10 | grade==12)
      drop if (conum==32 & grade==12)
      drop if conum==33 & (grade==10 | grade==12)
      drop if conum==35
            *drops counties and grades with below 40% participation and only one participating district

      keep if corec==1
      gen fakewt=1
      gen id=_n
      gen psu=id +10000
      replace psu=schgrd if (conum= =17)
      replace psu=schgrd if (conum= =27)
      replace psu=schgrd if (conum= =31)
      replace psu=schgrd if (conum= =18 & grade= =6)
      replace psu=schgrd if (conum= =32 & grade= =6)
      svyset [pweight=fakewt], psu(psu)
```

```
*-------------------------------------------------------------------------------------------------------------------
--
*ESD ANALYSIS
      keep if esdrec==1
      gen id=_n
      gen psu=id +10000
      replace psu=schgrd if (conum= =17)
      replace psu=schgrd if (conum= =27)
      replace psu=schgrd if (conum= =31)
      replace psu=schgrd if (conum= =18 & grade= =6)
      replace psu=schgrd if (conum= =32 & grade= =6)
      svyset [pweight=esdwt], psu(psu), strata(conum)

*if you only want to analyze one ESD then also use, designate the ESD number for "X"
      keep if esdnum==x

*-------------------------------------------------------------------------------------------------------------------
--
*SCHOOL DISTRICT ANALYSIS - never conduct without permission from school district
      keep if distnum==x
      keep if distrec==1
      gen fakewt=1
      svyset [pweight=fakewt]

*-------------------------------------------------------------------------------------------------------------------
--
*SCHOOL BUILDING ANALYSIS - never conduct without permission from school district
      keep if schnum==x
      gen fakewt=1
      svyset [pweight=fakewt]
```

Appendix H: Do File ~ Making Bar Graphs with Error Bars in STATA

```
*Graph of current smoking prevalence by race and grade
*Replace the file pathway (highlighted in gray) with the pathway to your HYS data
*modified from UCLA/s STATA website at: http://www.ats.ucla.edu/stat/STATA/faq/barcap.htm

      clear
      set mem 300m
      use "C:\Documents\HYS data.dta"
      gen fakewt=1
      svyset [pweight=fakewt], psu(schnum)

*create a new race variable with only the groups you want to graph
      drop if g06==7
      drop if g06==8
      drop if g06==.
      gen race=g06
      recode race 1=1 2=2 3=3 4=4 5=1 6=5
      lab def newrace 1"API" 2"Indian" 3"Black" 4"Hispanic" 5"White"
      lab val race newrace

*recode the d14use variable to be 0, 1 so we get the correct mean and drop some of the response options from the race
variable
      recode d14use 1=1 2=0

*create a mean current cigarette smoking prevalence
      collapse (mean) meand14use= d14use (sd) sdd14use=d14use (count) n=d14use, by(grade race)

*generate a simple two-way bar graph
      graph bar meand14use, over(race) over(grade)

*add some color to the graph and make it a bit easier to read by adding asyvars
      graph bar meand14use, over(race) over(grade) asyvars

*create the high and low values of the confidence interval
      generate hid14use = meand14use + invttail(n-1,0.025)*(sdd14use / sqrt(n))
      generate lod14use = meand14use - invttail(n-1,0.025)*(sdd14use / sqrt(n))

*add error bars to the graph
      graph twoway (bar meand14use race) (rcap hid14use lod14use race), by(grade)

*to make a color two-way bar graph with error bars set up single variables for each race and grade
      gen graderace=race if grade==6
      replace graderace=race+10 if grade==8
      replace graderace=race+20 if grade==10
```

```
      replace graderace=race+30 if grade==12
      sort graderace
      list graderace grade race, sepby(grade)

*create a single graph with all of the data
      twoway (bar meand14use graderace)

*add confidence intervals
      twoway (bar meand14use graderace) (rcap hid14use lod14use graderace)

*to add color overlay four seperate graphs
      twoway (bar meand14use graderace if race==1) ///
         (bar meand14use graderace if race==2) ///
         (bar meand14use graderace if race==3) ///
         (bar meand14use graderace if race==4) ///
         (bar meand14use graderace if race==5) ///
         (rcap hid14use lod14use graderace)

*add a legend and labels
      twoway (bar meand14use graderace if race==1) ///
         (bar meand14use graderace if race==2) ///
         (bar meand14use graderace if race==3) ///
         (bar meand14use graderace if race==4) ///
         (bar meand14use graderace if race==5) ///
         (rcap hid14use lod14use graderace), ///
         legend( order(1 "API" 2 "Indian" 3 "Black" 4 "Hispanic" 5 "White") ) ///
         xlabel( 2.5 "6th Grade" 12.5 "8th Grade" 22.5 "10th Grade" 32.5"12th Grade", noticks) ///
         xtitle(Grade) ytitle(Mean Current Smoking Prevalence) ///
         title(Current Cigarette Smoking) subtitle(by Race and Grade) note(Source: 2004 HYS)
```

Appendix I: HYS 2002-2004 Crosswalk

2004 Order report	2002 Order report	2004 HYS Name	2002 HYS Name	Item Grouping	Description	Notes
1	1	G01/G02	G01/G02	Demographics	Age (combined, ages 10-19)	On 2000 WSSAHB and HYS01 asked ages 10-19. On 2000 TABs asked 12-19 and on HYS01 asked 10-19. In 2004 and 2002 asked among 8th, 10th and 12th graders ages 12-19, and among 6th graders asked 10-14. Recoded to one comparable age variable.
1	1	codis	codis	ID	County-district code (conum*1000) + distnum.)	Need to use codis to do district level analysis because distnum is not a unique number/
1	1	consnum	x	ID	Consortium Number	New combined reports created in 2004
1	1	conum	conum	ID	2-digit county code	
1	1	corec	corec	Sampling	Part of county sample	
1	1	distnum	distnum	ID	3-digit district code	Note: Distnum is not a unique number. Must be combined with conum to be unique.
1	1	distrec	distrec	ID	Included in district-level aggregates	
1	1	esdnum	esdnum	ID	Educational Service District	
1	1	esdrec	esdrec	ID	Included in ESD-level aggregates	
1	1	esdwt	esdwt	Sampling	ESD weight	
1	1	ftype	ftype	ID	Form completed: A, B, C or D	
1	1	grade	grade	ID	Grade	
1	1	schnum	schnum	ID	4-digit school code	
1	1	schwt	schwt	Sampling	Sampling weight	1 for 2004, 2002, 2000 TABS, and 2000 HYS01. Variable for 2000 WSSAHB.
1	1	staterec	staterec	Sampling	Part of state sample	
1	1	surveytype	surveytype	ID	Survey name: HYS04, HYS02, WSSAHB00, TABS00, HYS01	
3	3	G05	G05	Demographics	Gender	1=female, 2=male
4	4	G06	G06	Demographics	Race/Ethnicity (choose 1 of 7)	7 options (api split and other - also allowed to check more than one response)
4	4	G06	G06	Demographics	Race/Ethnicity (choose 1 of 5)	In 2000 WSSAHB only 5 race options (no api split and no other), on 2000 TABS only 6 race options (no other). In 2002 and 2004 7 options. Recoded as 5 options for comparability (white, black, api, native american/alaskan native and hispanic).
5	5	G07	G07	Demographics	language spoken at home (choose 1 of 6 - not available for grade 6)	Question only asked among 8th, 10th and 12th graders in 2004 and 2002. Form A "at home", 2002 Form B "in home".
6	6	G08	G08	Demographics	language spoken at home (only english/spanish/other)	In 2002 and 2004, question asked on elementary version. 1-6 responses offered on secondary version and recoded to be comparable.

7	7	G09	G09	Demographics	Highest degreed earned by father	Same question in 2002 & 2004 and same response options.
8	8	G10	G10	Demographics	Highest degreed earned by mother	Same question in 2002 & 2004 and same response options.
9	9	G11	G11	Demographics	How far in school do you think you'll get	Same question in 2002 & 2004 and same response options.
10	10	G12	G12	Demographics	Hours working for pay per week	Questions and Responses in all years (available years 04-00) exactly the same.
11	11	G13	G13	Honesty	How honest filling out survey	Same question in 2000, 2002 & 2004 and same response options.
12	12	D01	D01	ATOD	Lifetime use: ever smoked a cigarette, even just a puff (yes=2)	use=1, no use=0. 2000 recoded age as use or no use
13	13	D02	D02	ATOD	Lifetime use: ever smoked a whole cigarette	1=no use, 2=use. 2000 recoded age as use or no use
14	14	D03	D03	ATOD	Lifetime use: ever used chewing tobacco, snuff, or dip	1=no use, 2=use. 2000 recoded age as use or no use
14	26	D15rec	D15rec	ATOD	30-day use: chewing tobacco (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use
15	16	p20/P21rec	p20/P21rec	Peer-Individual	Lifetime. Early initiation of drugs: ever, even once, had more than a sip or 2 of alcohol	In 2002 and 2004 asked among 6th graders. Recoded to compare across grade.
16	17	D06	D06	ATOD	Lifetime use: ever smoked marijuana	use=1, no use=0. 2000 recoded age as use or no use
17	21	D10	D10	ATOD	Lifetime use: Methamphetamine specifically (meth, crystal meth, ice, crank)	Only asked in 2000
18	18	D07	D07	ATOD	Lifetime use: ever, even once in your life, used steroids without a doctor's prescription	2000 does NOT say "without a prescription"
19	19	D08	D08	ATOD	Lifetime use: ever, even once in your life, used cocaine or crack	Same question and responses in 2004, 2002 and 2000.
20	20	D09	D09	ATOD	Lifetime use: ever, even once in your life, used a needle to inject any illegal drugs	2000 does NOT say "even once in your life"
21	22	D11	D11	ATOD	Lifetime use: ever, even once in your lifetime, inhaled substances to get high	2004, 2002="used inhalants (things you sniff to get high)"; 2000 "used any of the following drugs? Inhaled substances to get high (snappers, poppers, rush, other things you sniff to get high)"
23	24	D13	D13	ATOD	Tobacco: 30-day use: number of cigarettes/day on days smoked	Question same in 2004, 2002, 2000 and same responses
24	25	D14rec	D14rec	ATOD	30-day use: cigarettes (1-5, max option 10 or more)	Responses combined for max option of 10+. Question exactly same in all years (available years 04-98); 2002, 2004 - 6 choices, 2000 - 5 choices

24	25	D14	D14	ATOD	30-day use: cigarettes (1-6, max option 30 days)	Question the same in 2004 and 2002. Responses different in 2000 only max of 10+ days
24	25	D14rec	D14rec	ATOD	30-day use: cigarettes (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use
25	26	D15rec	D15rec	ATOD	30-day use: chewing tobacco (1-5 max option 10 or more)	Responses combined for max option of 10+. Question in 2004 same as 2002B; 2002BC, 2000 says "Chew tobacco or use snuff?"; 1998 says "smokeless tobacco (chew, plug, snuff)": Answers 2004 same 2002; 2000 5 answer choices
25	26	D15	D15	ATOD	30-day use: chewing tobacco (1-6, max option 30 days)	Question the same in 2004 and 2002. Responses different in 2000 only max of 10+ days
26	27	D16rec	D16rec	ATOD	30-day use: cigars, cigarillos, little cigars (1-4, max option 10 or more)	Responses combined for max option of 10+, also combine 3-9. Question exactly same in all years (available years 04-98); Responses different in 2000
26	27	D16	D16	ATOD	30-day use: cigars, cigarillos, little cigars (1-5, max option 30 days)	Question the same in 2004 and 2002. Responses different in 2000 only max of 10+ days
26	27	D16rec	D16rec	ATOD	30-day use: cigars, cigarillos, little cigars (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use
27	28	D17	D17	ATOD	30-day use: tobacco in a pipe (1-5 max option 10 or more)	Responses combined for max option of 10+. Question exactly same in all years (available years 04-98); 2002, 2004 - 5 choices, 2000 WSSAHB - 5 different choices, TABS and HYS01 7 choices
27	28	D17	D17	ATOD	30-day use: tobacco in a pipe (1-5 max option 30 days)	Question the same in 2004 and 2002. Responses different in 2000 only max of 10+ days
28	29	D18	D18	ATOD	30-day use: bidis (1-4 max option 10 or more)	Responses combined for max option of 10+. Question exactly same in all years (available years 04-98); 2002, 2004 - 5 choices, 2000 WSSAHB - 5 different choices, TABS and HYS01 7 choices
28	29	D18	D18	ATOD	30-day use: bidis (1-5 max option 30 days)	Question the same in 2004 and 2002. Responses different in 2000 only max of 10+ days
28	29	D18	D18	ATOD	30-day use: bidis (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use
29	30	D19	D19	ATOD	30-day use: cloves (1-4 max option 10 or more)	Responses combined for max option of 10+. Question exactly same in all years (available years 04-98); 2002, 2004 - 5 choices, 2000 WSSAHB - 5 different choices, TABS and HYS01 7 choices
29	30	D19	D19	ATOD	30-day use: clove cigarettes (1-5 max option 30 days)	Question and responses the same in 2004 and 2002.
29	30	D19	D19	ATOD	30-day use: cloves (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use

30	30	D29/D30	D29/D30	ATOD	Computed Susceptibility To Tobacco Use	1=True, 2=False. Combination of "Do you think you will smoke in anytime in the next year?" and "Would you smoke a cigarette if your best friend offered you one?"
30	31	D20	D20	ATOD	30-day use: alcohol (1-5, max option 10 or more)	Question the same in 2004, 2002, and 2000. Response options the same.
30	31	D20rec	D20rec	ATOD	30-day use: alcohol (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use
31	32	D21	D21	ATOD	30-day use: marijuana (1-5, max option 10 or more)	Question exactly same in all years (available years 04-00): Responses the same.
31	32	D21rec	D21rec	ATOD	30-day use: marijuana (yes/no)	Calculated the same for 2000, 2002 and 2004. 1=use, 2=no use
32	x	D63	x	ATOD	30-day use: other drug, excluding alcohol, tobacco and marijuana	Questions on other drug use have changed over time and not comparable
34	34	D23	D23	ATOD	30-day use: meth	Question the same 2004,2002. In 2000 does not say "Do not include other types of amphetamines" has the word "specifically" in the question:
35	36	D25	D25	ATOD	30-day use: Ecstasy/MDMA	2004, 2002 & 2000 same question and responses
36	x	D64	x	ATOD	30-day use: Ritalin	New item for 2004
37	39	D28	D28	ATOD	Tobacco: ever used cigarettes every day for 30 days	Question exactly same in 2004, 2002. Question in 2000 included smokeless tobacco so not comparable. NOTE: the responses for this variable were backwards on the 2002 Elementary Spanish language version
38	40	D29	D29	ATOD	Tobacco: best friend offered cigarette, would you smoke it	Question the same in 2004, 2002, 2000; In 2004, 2002 and 2000 WSSAHB 1=def. no, on 2000 TABS and HYS01 1=def yes. Recoded to be comparable
39	41	D30	D30	ATOD	Tobacco: will you smoke a cigarette in the next year	Question and Responses exactly same in all years (available years 04-00). Recode tabs and hys01 to fix reverse responses
40	42	D31 / D32rec	D31 / D32rec	ATOD	Early initiation of Tobacco: age first smoked whole cigarette (1-9)	In 2004 and 2002 less response options on elementary version of the survey (1-5) and on the 2000 TABS (1-7). Recoded to be comparable.
40	42	D31 / D32rec	D31 / D32rec	ATOD	Early initiation of Tobacco: age first smoked whole cigarette (1-5)	In 2004 and 2002 less response options on elementary version of the survey (1-5) and on the 2000 TABS (1-7). Recoded to be comparable.
42	45	D34	D34	ATOD	Tobacco: do you think young people risk harming selves if smoke 1-5 cigs/day (def yes/no, prob yes/no)	Question in 2004, 2002C the same; 2002B says "per day" not "a day". Response options def yes/no, prob yes/no. Asked differently on 2000 WSSAHB not comparable (asked the same on 2000 TABS and 2000 HYSO1).
43	x	D65	x	ATOD	Tobacco: School provides information about the dangers of tobacco in class	New item for 2004

44	46	D35	D35	ATOD	Tobacco: practice ways to say no to tobacco in classes in last year	Question 2004, 2002 the same. Responses in 2002, 2004 included choice "not sure", 2000 responses reversed, recoded to be comparable. 2000 TABS and HYS01 asked similar question but not comparable (states during this school year, instead of last year)
45	x	D66	x	ATOD	Tobacco: School rules about not using tobacco are usually enforced	New item for 2004
46	47	D36	D36	ATOD	Tobacco: 30 days - used tobacco on school property	Questions and Responses the same in 2004 and 2002
47	48	D37	D37	ATOD	Quit Tobacco: 12 mos - ever tried to quit using tobacco	Question and Responses same in 2004, 2002. 2000 WSSAHB asked number of times and does not limit the question to 12 months, not comparable.
48	49	D38	D38	ATOD	Early initiation of Tobacco: age first used chewing tobacco (1-6)	Recoded to be comparable. 2002, 2004="used chewing tobacco, snuff, or dip"; 2000="used smokeless tobacco (chew, dip, or snuff)"
48	49	D38	D38	ATOD	Early initiation of Tobacco: age first used chewing tobacco (1-9)	Less response options on the 2000 TABS (1-7) and more on the 2000 HYS01 (11). Coded to be comparable. In 2004 and 2002 same question and responses. Less response options on the 2000 TABS (1-7).
49	53	D42	D42	ATOD	Tobacco: is second hand smoke harmful	Question the same in 2000, 2002 and 2004. Responses in 2000 reversed 1=def yes, recoded to be comparable
50	55	D44	D44	ATOD	Tobacco: 12 mos did you buy or receive anything that has a tobacco company name or picture on it	Question 2004, 2002 exactly the same 2000 says "logo" and not "name": Responses all years exactly the same.2=yes, responses in 2000 TABs and HYS01 1=yes, so recoded.
51	56	D45	D45	ATOD	Tobacco: Would you ever use or wear something that has a tobacco company name or picture on it	Question 2004, 2002 and 2000 WSSAHB the same. Responses reversed on 2000 TABS and HYS01, recoded to be comparable
52	57	D46	D46	ATOD	Tobacco: 7 days - days in same room as someone smoking	Questions and Responses in all years (available years 04-00) exactly the same.
53	58	D47	D47	ATOD	Tobacco: 7 days - days rode in car with someone smoking	Questions in all years (available years 04-00) exactly same. Responses same in all years (available years 04-00) except for 2000 which says "none" instead of "0 days"
54	59	D48	D48	ATOD	Tobacco: 30 days - have you seen or heard commercials on TV, the Internet, or on the radio about the dangers of cigarette smoking	Questions the same in 2004, 2002 and 2000. 2000 WSSAHB had response options that were slightly reworded, i.e. daily or almost daily only daily in 2000. Comparable.

55	60	D49	D49	ATOD	Tobacco: Does anyone who lives with you now smoke cigarettes	Questions the same in 2004, 2002 and 2000. In 2004, 2002 and 2000 WSSAHB yes=2. In 2000 TABs and HYS01 yes=1. Recoded
56	62	D51	D51	ATOD	Quit Tobacco: do you want to stop using tobacco right now	Question exactly same in 2004, 2002 and 2000, but response options in 2000 WSSAHB were def yes/no prob yes/no. Not comparable.
58	65	D54	D54	ATOD	Tobacco: parents (or guardians) discussed the dangers of tobacco use with you (1-4)	Question and responses in 2004, 2002 the same. Responses mother, father, either, neither. 2000 worded slightly differently only yes/no.
58	65	D54	D54	ATOD	Tobacco: parents (or guardians) discussed the dangers of tobacco use with you (yes/no)	2000 WSSAHB response is yes/no. Recoded 2002, 2004, 2000 TABS and 2000 HYS01 to be yes/no to be comparable.
59	67	D56	D56	ATOD	Tobacco: 30 days - how did you usually get your own tobacco	Questions and Responses in 2004 and 2002. 2000 WSSAHBs questions was worded slightly different and had different response options. Not comparable.
60	71	D60	D60	Peer-Individual	Perceived risk of use: how much risk harming self if smoke marijuana occasionally	Same question in 2000, 2002 & 2004 and same response options.
61	72	D61	D61	ATOD	Alcohol: How many times had 5+ drinks in a row in last 2 wks	Question in all years (available years 04-00) exactly the same. Responses same in all years.
62	73	D62	D62	ATOD	Alcohol: How many times drunk/high at school in last year (1-5, max option 10 or more)	Response options combined for max option of 10+, originally 2000 had 8 responses
63	x	D67	x	ATOD	Alcohol: how do you usually get the beer, wine, or liquor you drink	New question and responses in 2004. Asked on 2000 WSSAHB, i057, but not comparable question or responses.
65	75	badbmi	badbmi	Health	Computed Improbable BMI	Same computation in 2002 & 2004 .
65	75	bmi	bmi	Health	Computed Body Mass Index	Same computation in 2002 & 2004 .
65	75	H01	H01	Health	Computed Overweight: Body Mass Index computed from height and weight	Same computation in 2002 & 2004 .
65	75	H02	H02	Health	Weight: how do you describe your weight	Same question in 2002 & 2004 and same response options.
66	76	H03	H03	Health	Weight: which of the following are you trying to do about your weight	Same question in 2002 & 2004 and same response options.
67	x	H64	x	Health	Weight: 30 days Control thru exercise	New item for 2004
68	x	H65	x	Health	Weight: Control thru eating	New item for 2004
69	x	H66	x	Health	Weight: Control thru fasting	New item for 2004
70	x	H67	x	Health	Weight: Control thru pills	New item for 2004
71	x	H68	x	Health	Weight: Control thru purging	New item for 2004

72	79	H06	H06	Health	Weight: have you ever done any of the following to lose weight or keep from gaining weight (fasted, diet pills, laxatives, vomited) (elementary)	Same question in 2002 & 2004 and same response options.
73	80	FV5	b047e	Health	Eating habits: 7 days - how many times did you eat carrots	Same question in 2002 & 2004 and same response options.
73	80	FV2	b047b	Health	Eating habits: 7 days - how many times did you eat fruit	Same question in 2002 & 2004 and same response options.
73	80	FV1	b047a	Health	Eating habits: 7 days - how many times did you drink 100% fruit juice such as orange juice, apple juice or grape juice	Same question in 2002 & 2004 and same response options.
73	80	numday	numday	Health	Computed Eating habits: average number of fruits/vegetables per day	Same computation in 2002 & 2004 .
73	80	FV4	b047d	Health	Eating habits: 7 days - how many times did you eat potatoes	Same question in 2002 & 2004 and same response options.
73	80	FV3	b047c	Health	Eating habits: 7 days - how many times did you eat green salad	Same question in 2002 & 2004 and same response options.
73	80	H07	H07	Health	Computed Nutrition: number of servings of fruits and vegetables eaten per day	Same computation in 2002 & 2004 .
73	80	FV6	b047f	Health	Eating habits: 7 days - how many times did you eat other vegetables	Same question in 2002 & 2004 and same response options.
74	82	H09	H09	Health	Nutrition: how many sodas or pops did you drink yesterday (not inc. diet sodas)	Questions and Responses in all years (available years 04-98) exactly the same.
75	81	H08	H08	Health	Nutrition: how often do you eat dinner with your family?	Same question in 2002 & 2004 and same response options.
76	261	F22	F22	Family	Family: 12 mos - how often did you or your family have to cut meal size or skip meals because there wasn't enough money for food	Same question in 2002 & 2004 and same response options.
77	83	H10	H10	Health	Physical activity: 20+ mins exercise/activity that made you sweat in past 7 days	Same question in 2002 & 2004 and same response options.
78	84	H11	H11	Health	Physical activity: 30+ mins exercise/activity that did not make you sweat in past 7 days	Same question in 2002 & 2004 and same response options.
79	85	H12	H12	Health	Physical activity: do exercises to strengthen or tone your muscles in past 7 days	Same question in 2002 & 2004 and same response options.
80	86	H13	H13	Health	Physical activity: how many hours do you watch TV on average school day	Same question in 2002 & 2004 and same response options.
81	87	H14	H14	Health	Physical activity: how many hours do you play video games or use a computer for fun on average school day	Same question in 2002 & 2004 and same response options.

82	88	H15	H15	Health	Physical activity: how many hours do you watch TV, play video games, or use a computer for fun on average school day (elementary)	Same question in 2002 & 2004 and same response options.
83	89	H16	H16	Health	Physical activity: how many days do you go to physical education (PE) classes in average school week	Same question in 2002 & 2004 and same response options.
84	90	H17	H17	Health	Physical activity: how many minutes do you spend actually exercising or playing sports in average PE class	Same question in 2002 & 2004 and same response options.
85	91	H18	H18	Health	Health conditions: have any physical disabilities or long-term health problems lasting or expected to last 6 months or more	Same question in 2002 & 2004 and same response options.
86	92	H19	H19	Health	Health conditions: have any long-term emotional problems or learning disabilities lasting or expected to last 6 months or more	Same question in 2002 & 2004 and same response options.
87	93	H20	H20	Health	Health conditions: would other people consider you to have a disability or long-term health problem	Same question in 2002 & 2004 and same response options.
88	94	H21	H21	Health	Health conditions: are you limited in any activities because of a disability or long-term health problem	Questions the same 2004, 2002AB; in 2002C question worded slightly differently: Responses the same in 2002 and 2004
89	95	H22	H22	Health	Asthma: Health conditions: ever been told by a doctor that you had asthma	Same question in 2002 & 2004 and same response options.
90	96	H23	H23	Health	Asthma: Health conditions: 12 mos - had an asthma attack or taken asthma medication	Same question in 2002 & 2004 and same response options.
91	x	H69	x	Health	Asthma: Attack in past year	New item for 2004
92	x	H70	x	Health	Asthma: Emergency room	New item for 2004
93	x	H71	x	Health	Asthma: Checkup	New item for 2004
94	x	H72	x	Health	Asthma: Miss school	New item for 2004
95	x	H73	x	Health	Asthma: Experienced symptoms	New item for 2004
96	x	H74	x	Health	Asthma: Hard to sleep	New item for 2004
97	x	H75	x	Health	Asthma: Plan	New item for 2004
98	x	H76	x	Health	Asthma: Preventative meds	New item for 2004
99	x	H77	x	Health	Diabetes: Diagnosed	New item for 2004
100	x	H78	x	Health	Diabetes: Medication	New item for 2004
101	97	H24	H24	Health	Health care: last time you saw a doctor for a check-up or physical exam when you were not sick or injured	Same question in 2002 & 2004 and same response options.

102	98	H25	H25	Health	Health care: last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work	Same question in 2002 & 2004 and same response options.
103	100	H27	H27	Health	Safety: 12 mos - how often did you wear a helmet when rode bicycle	Same question in 2002 & 2004 and same response options.
104	101	H28	H28	Health	Safety: when you ride a bicycle, how often do you wear a helmet (elementary)	Same question in 2002 & 2004 and same response options.
105	102	H29	H29	Health	Safety: when you rollerblade or ride a skateboard, how often do you wear a helmet (elementary)	Same question in 2002 & 2004 and same response options.
106	103	H30	H30	Health	Safety: how often do you wear a life vest when you're in a small boat	Same question in 2002 & 2004 and same response options.
107	104	H31	H31	Health	Safety: how often do you wear a seat belt when riding in a car (driven by someone else)	Same question in 2002 & 2004 and same response options.
108	105	H32	H32	Health	Safety: 30 days - how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol	Same question in 2002 & 2004 and same response options.
109	106	H33	H33	Health	Safety: ever ridden in a car driven by someone who had been drinking alcohol (elementary)	Same question in 2002 & 2004 and same response options.
110	107	H34	H34	Health	Safety: 30 days - how many times did you drive a car or other vehicle when you had been drinking alcohol	Same question in 2002 & 2004 and same response options.
111	108	H35	H35	Health	Safety: 30 days - when you bicycled or walked in your neighborhood or to school did you have enough room to walk or bike	Same question in 2002 & 2004 and same response options.
112	109	H36	H36	Health	Safety: 30 days - when you bicycled or walked in your neighborhood or to school was it easy to cross the streets	Same question in 2002 & 2004 and same response options.
113	110	H37	H37	Health	Safety: when you bicycled or walked in your neighborhood or to school were there dogs or people who bothered you or made you feel uneasy? / who scared you in past 30 days	Same question in 2002 & 2004 and same response options.
114	111	H38	H38	Health	Weapons: 30 days - how many days did you carry a weapon such as a gun, knife, or club for self-protection or because you thought you might need it in a fight	Question 2002, 2004 ask "number days" and has the clause "DO NOT include carrying a weapon for hunting, fishing, or camping"; 2000 ask "number of times"

115	112	H39	H39	Health	Weapons: 30 days - how many days did you carry a weapon such as a gun, knife, or club on school property	Same question in 2002 & 2004 and same response options.
116	113	H40	H40	Health	Weapons: 30 days - did you carry a weapon such as a gun, knife, or club on school property (elementary)	Same question in 2002 & 2004 and same response options.
117	114	H41	H41	Health	Fighting: 12 mos - how many times were you in a physical fight	Same question in 2002 & 2004 and same response options.
118	115	H42	H42	Health	Gangs: 12 mos - have you been a member of a gang	NOTE: the responses for this variable were backwards on the 2002 Elementary Spanish language version. Same question in 2002 & 2004 and same response options. In 2000 the question was asked differently "How old were you when you first: Belonged to a gang
119	116	H43	H43	Health	Weapons: 30 days - how many days did you carry a gun	Same question in 2002 & 2004 and same response options.
120	119	H46	H46	Health	Fighting: 12 mos - how many times were you in a physical fight on school property	Same question in 2002 & 2004 and same response options.
121	120	H47	H47	Health	Fighting: I try to work out conflicts or disagreements by talking about them	Same question in 2002 & 2004 and same response options.
122	121	H48	H48	Health	Fighting: Do you try to work out your problems by talking about them	Same question in 2002 & 2004 and same response options.
123	122	H49	H49	Health	Abuse: 12 mos - did boyfriend/girlfriend ever limit your activities, threaten you, or make you feel unsafe in any other way	Same question in 2002 & 2004 and same response options.
124	123	H50	H50	Health	Abuse: 12 mos - did boyfriend/girlfriend ever hit, slap, or physically hurt you on purpose	Same question in 2002 & 2004 and same response options.
125	126	H53	H53	Health	Mental Health: 12 mos - ever feel sad/hopeless for 2+ wks & stopped doing usual activities	Questions the same in available years 04-00: Responses are reversed in 2000: Yes/No used in 2002, 2004
126	127	H54	H54	Health	Mental Health: 12 mos - ever seriously consider attempting suicide	Same question in 2002 & 2004 and same response options.
127	128	H55	H55	Health	Mental Health: 12 mos - make a plan about how you would attempt suicide	Same question in 2002 & 2004 and same response options.
128	129	H56	H56	Health	Mental Health: 12 mos - how many times did you actually attempt suicide	Same question in 2002 & 2004 and same response options.
129	130	H57	H57	Health	Mental Health: 12 mos - if attempted suicide, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor	Same question in 2002 & 2004 and same response options.

130	131	H58	H58	Health	Mental Health: ever seriously thought about killing yourself (elementary)	Same question in 2002 & 2004 and same response options.
131	132	H59	H59	Health	Mental Health: ever tried to kill yourself (elementary)	Same question in 2002 & 2004 and same response options.
132	133	H60	H60	Health	Mental Health: when you feel sad or hopeless, are there people that you can turn to for help	Questions 2004, 2002AC same; Question 2002B says "places": Responses the same.
133	134	H61	H61	Health	Mental Health: how likely would you be to seek help if you were feeling depressed or suicidal	Same question in 2002 & 2004 and same response options.
134	135	H62	H62	Health	Mental Health: how likely would you be to seek help for a friend who you thought might be depressed or suicidal	Same question in 2002 & 2004 and same response options.
135	136	C01	C01	SchoolClimate	Bullying/victimization: 30 days - how often have you been bullied	Same question in 2002 & 2004 and same response options.
136	138	C03	C03	SchoolClimate	Unsafe at school: anyone ever made offensive racial comments or attacked you based on your race or ethnicity at or on way to/from school	Same question in 2002 & 2004 and same response options.
137	139	C04	C04	SchoolClimate	Unsafe at school: anyone ever made offensive sexual comments to you at or on way to/from school	Same question in 2002 & 2004 and same response options.
138	140	C05	C05	SchoolClimate	Unsafe at school: anyone ever made offensive comments to you because they thought you were gay/lesbian at or on way to/from school	Same question in 2002 & 2004 and same response options.
139	x	C10	x	SchoolClimate	Unsafe at school: anyone ever made offensive comments or attacked you because they thought you had a physical disability or difference either at school or on your way to or from school?	New item for 2004
140	141	C06	C06	SchoolClimate	School services: does school provide someone to discuss ATOD problems with (counselor)	Same question in 2000, 2002 & 2004 and same response options.
141	142	C07	C07	SchoolClimate	School services: how good is your school at educating you about HIV/AIDS	Same question in 2002 & 2004 and same response options.
142	145	L01	L01	QualityOfLife	Quality of life: there are adults in my life who really care about me	Same question in 2002 & 2004 and same response options.
142	145	yqols	yqols	QualityOfLife	Computed Youth Quality of Life scale	Same computation in 2002 & 2004 .
143	146	L02	L02	QualityOfLife	Quality of life: I feel I am getting along with my parents or guardians	Same question in 2002 & 2004 and same response options.

144	147	L03	L03	QualityOfLife	Quality of life: I look forward to the future	Same question in 2002 & 2004 and same response options.
145	148	L04	L04	QualityOfLife	Quality of life: I feel good about myself	Same question in 2002 & 2004 and same response options.
146	149	L05	L05	QualityOfLife	Quality of life: I am satisfied with the way my life is now	Same question in 2002 & 2004 and same response options.
147	150	L06	L06	QualityOfLife	Quality of life: I feel alone in my life	Same question in 2002 & 2004 and same response options.
148	151	L07	L07	QualityOfLife	Quality of life: compared with others my age, my life is	Same question in 2002 & 2004 and same response options.
149	156	L12	L12	QualityOfLife	Quality of life: do you have goals and plans for the future (elementary)	Same question in 2002 & 2004 and same response options.
150	x	M23	x	Community	Transitions and Mobility: Have you changed homes in the past year?	Only in 2004.
151	x	M24	x	Community	Transitions and Mobility: How many times have you changed homes since Kindergarten?	Only in 2004.
152	x	M25	x	Community	Transitions and Mobility: Have you changed schools (in the past year?	Only in 2004.
153	x	M26	x	Community	Transitions and Mobility: How many times have you changed schools since Kindergarten?	Only in 2004.
154	166	M10	M10	Community	Perceived Availability of Drugs: how easy for you to get alcohol	Questions and Responses in all years (available years 04-00) exactly the same.
155	167	M11	M11	Community	Perceived Availability of Drugs: how easy for you to get cigarettes	Questions and Responses in all years (available years 04-00) exactly the same.
156	168	M12	M12	Community	Perceived Availability of Drugs: how easy for you to get marijuana	Questions and Responses in all years (available years 04-00) exactly the same.
157	169	M13	M13	Community	Perceived Availability of Drugs: how easy for you to get a drug like cocaine, LSD, amphetamines	Questions and Responses in all years (available years 04-00) exactly the same.
158	170	M14	M14	Community	Perceived Availability of Handguns: how easy to get a handgun	Questions and Responses in all years (available years 04-00) exactly the same.
159	160	M04	M04	Community	Law and Norms Favorable to Drug Use: how wrong would most adults in your neighborhood think it was for kids your age to use marijuana	Questions and Responses in all years (available years 04-00) exactly the same.
160	161	M05	M05	Community	Law and Norms Favorable to Drug Use: how wrong would most adults in your neighborhood think it was for kids your age to drink alcohol	Questions and Responses in all years (available years 04-00) exactly the same.

161	162	M06	M06	Community	Law and Norms Favorable to Drug Use: how wrong would most adults in your neighborhood think it was for kids your age to smoke cigarettes	Questions and Responses in all years (available years 04-00) exactly the same.
162	163	M07	M07	Community	Law and Norms Favorable to Drug Use: if kid drank alcohol in your neighborhood, would s/he be caught by police	Questions and Responses in all years (available years 04-00) exactly the same.
163	164	M08	M08	Community	Law and Norms Favorable to Drug Use: if kid carried a handgun in your neighborhood, would s/he be caught by police	Questions and Responses in all years (available years 04-00) exactly the same.
164	165	M09	M09	Community	Law and Norms Favorable to Drug Use: if kid smoked marijuana in your neighborhood, would s/he be caught by police	Questions and Responses in all years (available years 04-00) exactly the same.
165	171	M15	M15	Community	Comm Opportunities for prosocial involvement: there are adults in my neighborhood I could talk to about something important	Questions and Responses in all years (available years 04-00) exactly the same.
166	x	M27	x	Community	Comm Opportunities for prosocial involvement: are sports teams available in your community for kids your age	Only in 2004. Previous years asked about regular involvement, not availability
167	x	M28	x	Community	Comm Opportunities for prosocial involvement: are scouts available in your community for kids your age	Only in 2004. Previous years asked about regular involvement, not availability
168	x	M29	x	Community	Comm Opportunities for prosocial involvement: are boys & girls clubs available in your community for kids your age	Only in 2004. Previous years asked about regular involvement, not availability
169	x	M30	x	Community	Comm Opportunities for prosocial involvement: are 4-H clubs available in your community for kids your age	Only in 2004. Previous years asked about regular involvement, not availability
170	x	M31	x	Community	Comm Opportunities for prosocial involvement: are service clubs available in your community for kids your age	Only in 2004. Previous years asked about regular involvement, not availability
171	172	M16	M16	Community	Comm Rewards for prosocial involvement: my neighbors notice when I am doing a good job and let me know	Questions and Responses in all years (available years 04-00) exactly the same.
172	173	M17	M17	Community	Comm Rewards for prosocial involvement: there are people in my neighborhood who encourage me to do my best	Questions and Responses in all years (available years 04-00) exactly the same.

173	174	M18	M18	Community	Comm Rewards for prosocial involvement: there are people in my neighborhood who are proud of me when I do something well	Questions and Responses in all years (available years 04-00) exactly the same.
174	244	F05	F05	Family	Family management: my parents ask if I've gotten my homework done	Questions and Responses in all years (available years 04-00) exactly the same.
175	245	F06	F06	Family	Family management: would your parents know if you did not come home on time	Questions and Responses in all years (available years 04-00) exactly the same.
176	246	F07	F07	Family	Family management: when I am not at home, one of my parents knows where I am and who I am with	Questions and Responses in all years (available years 04-00) exactly the same.
177	247	F08	F08	Family	Family management: the rules in my family are clear	Questions and Responses in all years (available years 04-00) exactly the same.
178	248	F09	F09	Family	Family management: my family has clear rules about alcohol and drug use	Questions and Responses in all years (available years 04-00) exactly the same.
179	249	F10	F10	Family	Family management: if you drank some beer, wine, or liquor without your parent's permission, would you be caught by them	Question 2004, 2002 the same; 2000 question says 'by your parents': Responses in all years (available years 04-00) the same.
180	250	F11	F11	Family	Family management: if you carried a handgun without your parent's permission, would you be caught by them	Question 2004, 2002 the same; 2000 question says 'by your parents': Responses in all years (available years 04-00) the same.
181	251	F12	F12	Family	Family management: if you skipped school, would you be caught by your parents	Questions and Responses in all years (available years 04-00) exactly the same.
182	x	F24	x	Family	Parental attitudes favorable toward drug use: How wrong do your parents feel it would be for you to: Drink beer, wine, or hard liquor (for example; vodka, whiskey or gin) regularly?	New item for 2004
183	x	F25	x	Family	Parental attitudes favorable toward drug use: How wrong do your parents feel it would be for you to: Smoke cigarettes?	New item for 2004
184	x	F26	x	Family	Parental attitudes favorable toward drug use: How wrong do your parents feel it would be for you to: Smoke marijuana?	New item for 2004
185	x	F27	x	Family	Parental attitudes favorable toward antisocial behavior: How wrong do your parents feel it would be for you to: Steal anything worth more than $5?	New item for 2004

186	x	F28	x	Family	Parental attitudes favorable toward antisocial behavior: How wrong do your parents feel it would be for you to: Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	New item for 2004
187	x	F29	x	Family	Parental attitudes favorable toward antisocial behavior: How wrong do your parents feel it would be for you to: Pick a fight with someone?	New item for 2004
188	252	F13	F13	Family	Family Opportunities for prosocial involvement: my parents give me lots of chances to do fun things with them	Questions and Responses in all years (available years 04-00) exactly the same.
189	253	F14	F14	Family	Family Opportunities for prosocial involvement: my parents ask me what I think before most family decisions affecting me are made	Questions and Responses in all years (available years 04-00) exactly the same.
190	254	F15	F15	Family	Family Opportunities for prosocial involvement: if I had a personal problem, I could ask my mom or dad for help	Questions and Responses in all years (available years 04-00) exactly the same.
191	255	F16	F16	Family	Family Rewards for prosocial involvement: my parents notice when I am doing a good job and let me know about it	Questions and Responses in all years (available years 04-00) exactly the same.
192	256	F17	F17	Family	Family Rewards for prosocial involvement: how often do your parents tell you they’re proud of you for something you’ve done	Questions and Responses in all years (available years 04-00) exactly the same.
193	257	F18	F18	Family	Family Rewards for prosocial involvement: do you enjoy spending time with your dad (father)	Question 2002, 2004 the same; Question 2000="father" not "dad"; Responses all years same.
194	258	F19	F19	Family	Family Rewards for prosocial involvement: do you enjoy spending time with your mom (mother)	Question 2002, 2004 the same; Question 2000="mother" not "mom": Responses all years the same.
195	195	S17	S17	School	Academic Failure: what were your grades like last year	Same question in 2000, 2002 & 2004 and same response options. 2002B question does not have the word "like"
196	196	S18	S18	School	Academic Failure: are your school grades better than the grades of most students in your class	Same question in 2000, 2002 & 2004 and same response options.
197	179	S01	S01	School	Commitment to School: how often do you feel your schoolwork is meaningful and important	Same question in 2000, 2002 & 2004 and same response options.

198	180	S02	S02	School	Commitment to School: how interesting are most of your courses to you	Same question in 2000, 2002 & 2004 and same response options.
199	181	S03	S03	School	Commitment to School: how important do you think the things you are learning in school are going to be for you later in life	Same question in 2000, 2002 & 2004 and same response options.
200	182	S04	S04	School	Commitment to School: past year - how often did you enjoy being in school	Same question in 2000, 2002 & 2004 and same response options.
201	183	S05	S05	School	Commitment to School: past year - how often did you hate being in school	Same question in 2000, 2002 & 2004 and same response options.
202	184	S06	S06	School	Commitment to School: past year - how often did you try to do your best in school	Same question in 2000, 2002 & 2004 and same response options.
203	185	S07	S07	School	Commitment to School: 4 wks - how many whole days of school missed because skipped or cut	Same question in 2000, 2002 & 2004 and same response options.
204	186	S08	S08	School	School Opportunities for prosocial involvement: students have lots of chances to help decide things like class activities and rules	Same question in 2000, 2002 & 2004 and same response options.
205	187	S09	S09	School	School Opportunities for prosocial involvement: there are lots of chances for students in my school to talk with a teacher one-on-one	Same question in 2000, 2002 & 2004 and same response options.
206	188	S10	S10	School	School Opportunities for prosocial involvement: teachers ask me to work on special classroom projects	Same question in 2000, 2002 & 2004 and same response options.
207	189	S11	S11	School	School Opportunities for prosocial involvement: there are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class	2000, 2002A and 2004A responses (NO, no, yes, YES), 2002B and 2004B responses (def yes/no prob yes/no). Combined in original dataset.
208	190	S12	S12	School	School Opportunities for prosocial involvement: I have lots of chances to be part of class discussions or activities	Same question in 2000, 2002 & 2004 and same response options.
209	191	S13	S13	School	School Feedback: teacher(s) notices when I am doing a good job and lets me know about it	Same question in 2000, 2002 & 2004 and same response options.
210	192	S14	S14	School	School Feedback: the school lets my parents know when I have done something well.	Same question in 2000, 2002 & 2004 and same response options.
211	193	S15	S15	School	School Safety: I feel safe at my school	Same question in 2000, 2002 & 2004 and same response options.

212	194	S16	S16	School	School Feedback: teacher(s) praise me when I work hard in school	Same question in 2000, 2002 & 2004 and same response options.
213	197	P01	P01	Peer-Individual	Perceived risk of use: how much risk harming self if smoke 1+ packs of cigarettes/day	Same question in 2000, 2002 & 2004 and same response options.
214	198	P02	P02	Peer-Individual	Perceived risk of use: how much risk harming self if try marijuana once or twice	Same question in 2000, 2002 & 2004 and same response options.
215	199	P03	P03	Peer-Individual	Perceived risk of use: how much risk harming self if smoke marijuana regularly	Same question in 2000, 2002 & 2004 and same response options.
216	200	P04	P04	Peer-Individual	Perceived risk of use: how much risk harming self if take 1 or 2 drinks of alcohol nearly every day	Same question in 2000, 2002 & 2004 and same response options.
217	213	P17	P17	Peer-Individual	Early initiation of drugs: age first smoked marijuana	2004, 2002A, "How old were you the first time"; 2002B, 2000 "How old were you when you first"
219	215	P19	P19	Peer-Individual	Early initiation of Tobacco: age first smoked a cigarette, even just a puff	2004, 2002A, "How old were you the first time"; 2002B, 2000 "How old were you when you first"
220	216	P20	P20	Peer-Individual	Early initiation of drugs: age first had more than a sip or 2 of alcohol (secondary)	Only asked among 8th, 10th and 12th graders in 2002 and 2004. 2004, 2002A, "How old were you the first time"; 2002B, 2000 "How old were you when you first"
222	218	P22	P22	Peer-Individual	Early initiation of drugs: age first began drinking alcohol regularly (once or twice/month)	Same question in 2000, 2002 & 2004 and same response options.
222	218	P22	P22	Peer-Individual	Lifetime use: age first began drinking alcohol regularly (once or twice/month)	Same question in 2000, 2002 & 2004 and same response options recoded age for ever in lifetime
223	x	P44	x	Peer-Individual	Early initiation: Age at first use of inhalants	New item for 2004
224	x	P45	x	Peer-Individual	Early initiation: Age at first use of heroin	New item for 2004
225	x	P46	x	Peer-Individual	Early initiation: Age at first use of meth	New item for 2004
226	219	P23	P23	Peer-Individual	Early initiation of problem behavior: got suspended from school	Same question in 2000, 2002 & 2004 and same response options.
227	220	P24	P24	Peer-Individual	Early initiation of problem behavior: age first got arrested	Same question in 2000, 2002 & 2004 and same response options.
228	221	P25	P25	Peer-Individual	Early initiation of problem behavior: age first carried a handgun	Same question in 2000, 2002 & 2004 and same response options.
229	222	P26	P26	Peer-Individual	Early initiation of problem behavior: age first attacked someone with the idea of seriously hurting them	Same question in 2000, 2002 & 2004 and same response options.
230	229	P33	P33	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to drink alcohol regularly	Same question in 2000, 2002 & 2004 and same response options.

231	230	P34	P34	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to smoke cigarettes	Same question in 2000, 2002 & 2004 and same response options.
232	231	P35	P35	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to smoke marijuana	Same question in 2000, 2002 & 2004 and same response options.
233	232	P36	P36	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to use cocaine, LSD, amphetamines or other drugs	Same question in 2000, 2002 & 2004 and same response options.
234	223	P27	P27	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to take a handgun to school	Same question in 2000, 2002 & 2004 and same response options.
235	224	P28	P28	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to steal something worth >$5	Same question in 2000, 2002 & 2004 and same response options.
236	225	P29	P29	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to steal something worth <$5	Same question in 2000, 2002 & 2004 and same response options.
237	226	P30	P30	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to pick a fight with someone	Same question in 2000, 2002 & 2004 and same response options.
238	227	P31	P31	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to attack someone with the idea of seriously hurting them	Same question in 2000, 2002 & 2004 and same response options.
239	228	P32	P32	Peer-Individual	Attitudes toward antisocial behavior: how wrong for someone your age to stay away from school all day when parents think they're at school	Same question in 2000, 2002 & 2004 and same response options.
240	201	P05	P05	Peer-Individual	Rewards for antisocial involvement: chances be seen as cool if smoked cigarettes	Same question in 2000, 2002 & 2004 and same response options.
241	202	P06	P06	Peer-Individual	Rewards for antisocial involvement: chances be seen as cool if began drinking alcohol regularly	Same question in 2000, 2002 & 2004 and same response options.
242	203	P07	P07	Peer-Individual	Rewards for antisocial involvement: chances be seen as cool if smoked marijuana	Same question in 2000, 2002 & 2004 and same response options.

243	204	P08	P08	Peer-Individual	Rewards for antisocial involvement: chances be seen as cool if carried a handgun	Same question in 2000, 2002 & 2004 and same response options.
244	233	P37	P37	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have smoked cigarettes	HYS 02/04 and WSSAHB same, HYS01 and TABs include not sure. Recoded to drop not sure responses.
245	234	P38	P38	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have tried alcohol when parents didn't know	Same question in 2000, 2002 & 2004 and same response options.
246	235	P39	P39	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have used marijuana	Same question in 2000, 2002 & 2004 and same response options.
247	236	P40	P40	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have used cocaine, LSD, amphetamines or other drugs	Same question in 2000, 2002 & 2004 and same response options.
248	x	P47	x	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have been suspended from school	New item for 2004
249	x	P48	x	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have carried a handgun	New item for 2004
250	x	P49	x	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have sold illegal drugs	New item for 2004
251	x	P50	x	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have stolen or tried to steal a motor vehicle such as a car or motorcycle	New item for 2004
252	x	P51	x	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have been arrested	New item for 2004
253	x	P52	x	Peer-Individual	Friends' behaviors: 12 mos - how many of best friends have dropped out of school	New item for 2004
254	237	P41	P41	Peer-Individual	Intentions to use: when I am an adult I will smoke cigarettes	Same question in 2000, 2002 & 2004 and same response options.
255	238	P42	P42	Peer-Individual	Intentions to use: when I am an adult I will drink beer, wine, or liquor	Same question in 2000, 2002 & 2004 and same response options.
256	239	P43	P43	Peer-Individual	Intentions to use: when I am an adult I will smoke marijuana	Same question in 2000, 2002 & 2004 and same response options.
257	x	P53	x	Peer-Individual	Interaction with prosocial peers: how many of your best friends have: participated in clubs, organizations, or activities at school?	New item for 2004
258	x	P54	x	Peer-Individual	Interaction with prosocial peers: how many of your best friends have: made a commitment to stay drug-free?	New item for 2004

259	x	P55	x	Peer-Individual	Interaction with prosocial peers: how many of your best friends have: liked school?	New item for 2004
260	x	P56	x	Peer-Individual	Interaction with prosocial peers: how many of your best friends have: regularly attended religious services?	New item for 2004
261	x	P57	x	Peer-Individual	Interaction with prosocial peers: how many of your best friends have: tried to do well in school?	New item for 2004
262	205	P09	P09	Peer-Individual	Peer Ind. Belief in the moral order: OK to take something without asking as long as you get away with it	Same question in 2000, 2002 & 2004 and same response options.
263	206	P10	P10	Peer-Individual	Peer Ind. Belief in the moral order: sometimes it's okay to cheat at school	Same question in 2000, 2002 & 2004 and same response options.
264	207	P11	P11	Peer-Individual	Peer Ind. Belief in the moral order: It is all right to beat up people if they start the fight	Same question in 2000, 2002 & 2004 and same response options.
265	208	P12	P12	Peer-Individual	Peer Ind. Belief in the moral order: It is important to be honest with your parents, even if they become upset or you get punished	Same question in 2000, 2002 & 2004 and same response options.
266	x	P58	x	Peer-Individual	Prosocial Involvement: times in past year you have: participated in clubs, organizations, or activities at school?	New item for 2004
267	x	P59	x	Peer-Individual	Prosocial Involvement: times in past year you have: done extra work on your own for school?	New item for 2004
268	x	P60	x	Peer-Individual	Prosocial Involvement: times in past year you have: volunteered to do community service?	New item for 2004
269	209	P13	P13	Peer-Individual	Peer Ind. Social Skills: friend steals CD at a store, what would you do	Same question in 2000, 2002 & 2004 and same response options.
270	210	P14	P14	Peer-Individual	Peer Ind. Social Skills: mom tells you not to go out, what would you do	Same question in 2000, 2002 & 2004 and same response options.
271	211	P15	P15	Peer-Individual	Peer Ind. Social Skills: stranger in another part of town bumps into you, what would you do	Same question in 2000, 2002 & 2004 and same response options.
272	212	P16	P16	Peer-Individual	Peer Ind. Social Skills: at a party and friend offers you alcohol, what would you do	Same question in 2000, 2002 & 2004 and same response options.

570	64	D53	D53	ATOD	Quit Tobacco: ever participated in a program to help you quit using tobacco	Same question in 2000, 2002, and 2004, but response options different so not comparable. In 2000 first response was "I have never used tobacco" (i119) which is much higher than in 2002 and 20004 when the first response was "I have never used tobacco reg
cp1	cp1	risk15	risk15	Risk/ProtFactors	Community Protective Factor (continuous): Community opportunity for prosocial involvement	Same question in 2000, 2002 and 2004 and same cut points
cp1	cp1	risk15p	risk15p	Risk/ProtFactors	Community Protective Factor (dichotomous): Opportunities for prosocial involvement	2002 recoded to match 2000.
cp2	cp2	risk16	risk16	Risk/ProtFactors	Community Protective Factor (continuous): Community rewards for prosocial involvement	Same question in 2000, 2002 and 2004 and same cut points
cp2	cp2	risk16p	risk16p	Risk/ProtFactors	Community Protective Factor (dichotomous): Rewards for prosocial involvement	2002 recoded to match 2000.
cr3	x	risk17	x	Risk/ProtFactors	Community Risk Factor (continuous): Personal Transition and Mobility	No equivalent in 2000, 2002
cr3	x	risk17p	x	Risk/ProtFactors	Community Risk Factor (dichotomous): Personal Transition and Mobility	No equivalent in 2000 and 2002
cr4	cr4	risk13	risk13	Risk/ProtFactors	Community Risk Factor (continuous): Perceived availability of drugs	Same question in 2000, 2002 and 2004 and same cut points
cr4	cr4	risk13p	risk13p	Risk/ProtFactors	Community Risk Factor (dichotomous): Perceived availability of drugs	2002 recoded to match 2000.
cr5	cr5	risk14	risk14	Risk/ProtFactors	Community Risk Factor (continuous): Perceived availability of handguns	Same question in 2000, 2002 and 2004 and same cut points
cr5	cr5	risk14p	risk14p	Risk/ProtFactors	Community Risk Factor (dichotomous): Perceived availability of handguns	2002 recoded to match 2000.
cr6	cr6	risk12	risk12	Risk/ProtFactors	Community Risk Factor (continuous): Laws and norms favorable to drugs	Same question in 2000, 2002 and 2004 and same cut points
cr6	cr6	risk12p	risk12p	Risk/ProtFactors	Community Risk Factor (dichotomous): Laws and norms favorable to drug use	2002 recoded to match 2000.
fp2	fp2	risk22	risk22	Risk/ProtFactors	Family Protective Factor (continuous): Family opportunities for prosocial involvement	Same question in 2000, 2002 and 2004 and same cut points
fp2	fp2	risk22p	risk22p	Risk/ProtFactors	Family Protective Factor (dichotomous): Opportunities for prosocial involvement	2002 recoded to match 2000.
fp3	fp3	risk23	risk23	Risk/ProtFactors	Family Protective Factor (continuous): Family rewards for prosocial involvement	Same question in 2000, 2002 and 2004 and same cut points

fp3	fp3	risk23p	risk23p	Risk/ProtFactors	Family Protective Factor (dichotomous): Rewards for prosocial involvement	2002 recoded to match 2000.
fr2	fr2	risk21	risk21	Risk/ProtFactors	Family Risk Factor (continuous): Poor family management	Same question in 2000, 2002 and 2004 and same cut points
fr2	fr2	risk21p	risk21p	Risk/ProtFactors	Family Risk Factor (dichotomous): Poor family management	2002 recoded to match 2000.
fr4	x	risk25	x	Risk/ProtFactors	Family Risk Factor (continuous): Parental attitudes favorable towards drug use	No equivalent in 2000 and 2002
fr4	x	risk25p	x	Risk/ProtFactors	Family Risk Factor (dichotomous): Parental attitudes favorable towards drug use	No equivalent in 2000 and 2002
fr5	x	risk26	x	Risk/ProtFactors	Family Risk Factor (continuous): Parental attitudes favorable to antisocial behavior	No equivalent in 2000 and 2002
fr5	x	risk26p	x	Risk/ProtFactors	Family Risk Factor (dichotomous): Parental attitudes favorable to antisocial behavior	No equivalent in 2000 and 2002
ip1	x	risk57	x	Risk/ProtFactors	Peer-Individual Protective Factor (continuous): Interaction with prosocial peers	No equivalent in 2000 and 2002
ip1	x	risk57p	x	Risk/ProtFactors	Peer-Individual Protective Factor (dichotomous): Interaction with prosocial peers	No equivalent in 2000 and 2002
ip2	ip2	risk50	risk50	Risk/ProtFactors	Peer-Individual Protective Factor (continuous): Belief in moral order	Same question in 2000, 2002 and 2004 and same cut points
ip2	ip2	risk50p	risk50p	Risk/ProtFactors	Peer-Individual Protective Factor (dichotomous): Belief in the moral order	2002 recoded to match 2000.
ip3	x	risk58	x	Risk/ProtFactors	Peer-Individual Protective Factor (continuous): Prosocial Involvement	No equivalent in 2000 and 2002
ip3	x	risk58p	x	Risk/ProtFactors	Peer-Individual Protective Factor (dichotomous): Prosocial Involvement	No equivalent in 2000 and 2002
ip5	ip5	risk49	risk49	Risk/ProtFactors	Peer-Individual Protective Factor (continuous): Social skills	Same question in 2000, 2002 and 2004 and same cut points
ip5	ip5	risk49p	risk49p	Risk/ProtFactors	Peer-Individual Protective Factor (dichotomous): Social skills	2002 recoded to match 2000.
ir10	ir10	risk47	risk47	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Friend's drug use	Same question in 2000, 2002 and 2004 and same cut points
ir10	ir10	risk47p	risk47p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Friends' use of drugs	2002 recoded to match 2000.
ir11	x	risk56	x	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Interaction with Antisocial Peers	No equivalent in 2000 and 2002
ir11	x	risk56p	x	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Interaction with Antisocial Peers	No equivalent in 2000 and 2002

ir12	ir12	risk45	risk45	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Intention to use	Same question in 2000, 2002 and 2004 and same cut points
ir12	ir12	risk45p	risk45p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Intentions to use drugs	2002 recoded to match 2000 ; risk45p2 was created because there had not originally been cutpoints for this variable in 2000. The 2002 cutpoints were used to create risk45p2
ir3	ir3	risk46	risk46	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Perceived risk of drug use	risk462 is a corrected version of risk46, there was an error in the recode (2=2 vs 2=3) in the original 2000 file
ir3	ir3	risk46p	risk46p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Perceived risks of use	2002 recoded to match 2000 ; risk46p2 is a corrected version of risk46, there was an error in the recode (2=2 vs 2=3) in the original 2000 file
ir4	ir4	risk41	risk41	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Early initiation of drug use	Same question in 2000, 2002 and 2004 and same cut points
ir4	ir4	risk41p	risk41p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Early initiation of drugs	2002 recoded to match 2000.
ir5	ir5	risk42	risk42	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Early initiation of problem behavior	Same question in 2000, 2002 and 2004 and same cut points
ir5	ir5	risk42p	risk42p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Early initiation of problem behavior	2002 recoded to match 2000.
ir6	ir6	risk44	risk44	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Attitudes favorable to drug use	Same question in 2000, 2002 and 2004 and same cut points
ir6	ir6	risk44p	risk44p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Favorable attitudes toward drug use	2002 recoded to match 2000.
ir7	ir7	risk43	risk43	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Attitudes favorable to antisocial behavior	Same question in 2000, 2002 and 2004 and same cut points
ir7	ir7	risk43p	risk43p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Favorable attitudes towards antisocial behavior	2002 recoded to match 2000.
ir9	ir9	risk48	risk48	Risk/ProtFactors	Peer-Individual Risk Factor (continuous): Rewards for antisocial involvement	Same question in 2000, 2002 and 2004 and same cut points
ir9	ir9	risk48p	risk48p	Risk/ProtFactors	Peer-Individual Risk Factor (dichotomous): Rewards for antisocial involvement	2002 recoded to match 2000.
sp1	sp1	risk33	risk33	Risk/ProtFactors	School Protective Factor (continuous): School opportunity for prosocial involvement	Same question in 2000, 2002 and 2004 and same cut points
sp1	sp1	risk33p	risk33p	Risk/ProtFactors	School Protective Factor (dichotomous): Opportunities for prosocial involvement	2002 recoded to match 2000.
sp2	sp2	risk34	risk34	Risk/ProtFactors	School Protective Factor (continuous): School rewards for prosocial involvement	Same question in 2000, 2002 and 2004 and same cut points
sp2	sp2	risk34p	risk34p	Risk/ProtFactors	School Protective Factor (dichotomous): Rewards for prosocial involvement	2002 recoded to match 2000.

sr1	sr1	risk31	risk31	Risk/ProtFactors	School Risk Factor (continuous): School academic failure	2000 was calculated differently than 2002, therefore risk31p2 was created in 2000 to compare to 2002
sr1	sr1	risk31p	risk31p	Risk/ProtFactors	School Risk Factor (dichotomous): Academic failure	2002 recoded to match 2000.
sr2	sr2	risk32	risk32	Risk/ProtFactors	School Risk Factor (continuous): Low school commitment	Same question in 2000, 2002 and 2004 and same cut points
sr2	sr2	risk32p	risk32p	Risk/ProtFactors	School Risk Factor (dichotomous): Low commitment to school	2002 recoded to match 2000.
x	15	x	D04	ATOD	Lifetime use: ever smoked a cigar, cigarillo, or little cigar	use=1, no use=0. 2000 recoded age as use or no use
x	33	x	D22	ATOD	30-day use: inhalants	2002 & 2000 same question and responses
x	35	x	D24	ATOD	30-day use: psychedelics/hallucinogens	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	37	x	D26	ATOD	30-day use: cocaine/crack	2002 & 2000 ask # of days, 1998 asks # of times
x	44	x	D33	Peer-Individual	Perceived risk of use: how much risk harming self if smoke 1 -5 cigarettes/day (no, slight, moderate, great risk)	Same question and response on 2000 WSSAHB and 2002 (no, slight, moderate, great risk, not sure). Question not asked in 2004.
x	50	x	D39	ATOD	Early initiation of Tobacco: age first smoked cigar, cigarillo, little cigar (1-11)	Not asked in 2004. Question on 2000 TABs had collapsed response options 9 and 10 instead of just 9 years old.
x	52	x	D41	ATOD	Tobacco: safe to smoke for only a year or two, as long as you quit after that	Question on 2000 WSSAHB and 2002 the same. 2000 TABS and 2000 HYSO1 response options reversed, recoded to make comparable.
x	61	x	D50	ATOD	Tobacco: about how many cigarettes have you smoked in your entire life	Question the same 2000 and 2004. Response options different on 2000 WSSAHB, only 1 instead of puff but never whole response. Recode to make comparable.
x	66	x	D55	ATOD	Quit Tobacco: heard about the Washington Tobacco Quit Line	Only asked in 2002
x	68	x	D57	ATOD	Tobacco: do you think you will try a cigarette soon	Questions the same in 2000 and 2002. Response options reversed in 2000, D58 recoded to match i124. Not asked in 2004.
x	69	x	D58	ATOD	Tobacco: are the cigarettes that you usually smoke menthol	Questions the same in 2000 and 2002. Response options reversed in 2000, D58 recoded to match i124. Not asked in 2004.
x	70	x	D59	ATOD	Tobacco: when you last tried to quit, how long did you stay off tobacco	Same question for 2000 and 2002. Slight difference in response wording 2000="I have never used tobacco"; 2002="I have never used tobacco regularly". Not asked in 2004
x	77	x	H04	Health	Weight: 30 days - did you do any of the following to lose weight or keep from gaining weight	Asked in 2002 only. Asked separately in 2004.

x	78	x	H05	Health	Weight: 30 days - did you do any of the following to lose weight or keep from gaining weight: (fasted, diet pills, laxatives, vomited)	Asked in 2002 only. Asked separately in 2004.
x	99	x	H26	Health	Safety: 12 mos - how often did you wear a helmet when rode motorcycle	Only asked in 2002
x	117	x	H44	Health	Fighting: 12 mos - how many times were you in a physical fight in which you were injured and had to be treated by a doctor	Only asked in 2002
x	118	x	H45	Health	Fighting: ever been in a physical fight in which you were injured and had to be treated by a doctor	NOTE: the responses for this variable were backwards on the 2002 Elementary Spanish language version. Only 2002
x	124	x	H51	Health	Abuse: ever been physically abused by an adult	Asked in 2002 only
x	125	x	H52	Health	Abuse: ever seen adult abuse/hurt another adult more than 1 time	Asked in 2002 only
x	137	x	C02	SchoolClimate	Unsafe at school: 30 days - not got to school because felt unsafe at or on way to/from school	Only asked in 2002
x	143	x	C08	SchoolClimate	School services: teachers at school encourage me to be the best I can be	Only asked in 2002
x	144	x	C09	SchoolClimate	School services: how many hours do you spend in a supervised after-school activity during average week	Only asked in 2002
x	152	x	L08	QualityOfLife	Quality of life: past month - how often felt you were unable to control the important things in your life	Only asked in 2002
x	153	x	L09	QualityOfLife	Quality of life: past month - how often felt you dealt successfully with irritating life hassles	Only asked in 2002
x	154	x	L10	QualityOfLife	Quality of life: past month - how often felt you were effectively coping with important changes that were occurring in your life	Only asked in 2002
x	155	x	L11	QualityOfLife	Quality of life: past month - how often felt you were on top of things	Only asked in 2002
x	157	x	M01	Community	Neighborhood Attachment: I like My Neighborhood	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	158	x	M02	Community	Neighborhood Attachment: If I had to move, I'd miss the neighborhood I now live in	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	159	x	M03	Community	Neighborhood Attachment: I'd like to get out of my neighborhood	Same question in 2002 & 2000 and same response options. Not asked in 2004.

x	175	x	M19	Community	Comm Opportunities for prosocial involvement: do you regularly participate in sports teams	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	176	x	M20	Community	Comm Opportunities for prosocial involvement: do you regularly participate in scouting	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	177	x	M21	Community	Comm Opportunities for prosocial involvement: do you regularly participate in arts groups	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	178	x	M22	Community	Comm Opportunities for prosocial involvement: do you regularly participate in social service clubs	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	240	x	F01	Family	Antisocial behavior among familiar adults: 12 mos - how many adults known who have used marijuana, crack, cocaine, or other drugs	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	241	x	F02	Family	Antisocial behavior among familiar adults: 12 mos - how many adults known who have sold or dealt drugs	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	242	x	F03	Family	Antisocial behavior among familiar adults: 12 mos - how many adults known who have done other illegal activities	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	243	x	F04	Family	Antisocial behavior among familiar adults: 12 mos - how many adults known who have gotten drunk or high	Same question in 2002 & 2000 and same response options. Not asked in 2004.
x	259	x	F20	Family	Family management: how often does a parent or guardian ask you where you are going or with whom you will be	Only asked in 2002
x	260	x	F21	Family	Family management: my parents or guardians encourage me to be the best I can be	Only asked in 2002
x	cr1	x	risk11	Risk/ProtFactors	Community Risk Factor (continuous): Low neighborhood attachment	Same question in 2000 and 2002 and same cut points
x	cr1	x	risk11p	Risk/ProtFactors	Community Risk Factor (dichotomous): Low neighborhood attachment	2002 recoded to match 2000.
x	fr6	x	risk24	Risk/ProtFactors	Family Risk Factor (continuous): Antisocial behavior among familiar adults	this var did not originally exist in 2000 but it was added because the items used did existed
x	fr6	x	risk24p	Risk/ProtFactors	Family Risk Factor (dichotomous): Antisocial behavior among familiar adults	2002 recoded to match 2000.

Appendix J: 2006 Healthy Youth Survey - Changes from the 2004 Survey to 2006

Survey Forms A, B, and C
To manage the length of the survey with the breadth of information desired by agencies and stakeholders, there is "Form A" and "Form B" for the survey for grades 8,10, and 12. The 6th grade survey is a single version (Form C), with fewer questions, but including most of the core items.

Form A Changes for 2006

Form A focuses on substance use and risk and protective factors. The following criteria guide the changes to Form A:

- Use as many as possible of the available risk factor scales and protective factor scales.
- Keep the survey length reasonable.
- Maximize the number of Core Items----i.e., items that appear on both Form A and Form B, which give us the best possible statistical meaning in individual schools.
- Based on current research, make changes that will greatly improve the quality of the data we collect.

To achieve these goals, the Form A committee has selected a number of questions and scales that will be used on alternating survey administrations. We chose rotating scales based on the amount of change year to year (low change) and their likely sensitivity to program interventions.

Survey Length: Form A in 2006 is 3 items longer than 2004. Two of the additional items are experimental and will either be dropped, or will replace items that we have kept on the survey to compare the results between 2004 and 2006.

Questions Rotating Out of Form A
▪ Past 30 days: Use Ecstasy or MDMA? ▪ **Community scale: Transitions and Mobility** o Have you changed homes in the past year? o How many times have you changed homes since kindergarten? o Have you changed schools in the past year? How many times have you changed schools since kindergarten?

Questions Rotating On to Form A
• Past 30 days: Use a pain killer to get high, like Vicodin, OxyContin (sometimes called Oxy or OC) or Percocet (sometimes called Percs)? • Lifetime substance use: Used cocaine. • **Community scale: Neighborhood Attachment** o I'd like to get out of my neighborhood. o If I had to move, I would miss the neighborhood I now live in. o I like my neighborhood.

Questions Deleted from Form A
• During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club for self-protection or because you thought you might need it in a fight?

New Questions For Form A
• During the past 30 days, on how many occasions (if any) have you been drunk or very high from drinking alcohol beverages? • During the average week, on how many days do you participate in supervised after-school activities, either at school or away from school? Include activities such as…

Questions/ Scales Rotating Off of the "Tearoff" of Form A
• **Family Scale: Parental Attitudes Favorable toward Drug Use** o How wrong do your parents feel it would be for you to: drink beer, wine, or hard liquor? o …smoke cigarettes? o …smoke marijuana? • **Family Scale: Parental Attitudes Favorable toward Antisocial Behavior** o How wrong do your parents feel it would be for you to: steal anything worth more than $5?? o ….draw graffiti, or write things or draw pictures on buildings or other property? o ….pick a fight with someone?

Questions/ Scales Rotating On to the "Tearoff" of Form A
• **Family Scale: Opportunities for Pro-social Involvement** o If I had a personal problem, I could ask my mom or dad for help. o My parents give me lots of chances to do fun things with them. o My parents ask me what I think before most family decisions affecting me are made. • **Family Scale: Rewards for Pro-social Involvement** o My parents notice when I am doing a good job and let me know about it. o How often do your parents tell you they're proud of you for something you've done? o Do you enjoy spending time with your mother? o Do you enjoy spending time with your father?

Form B Changes for 2006

While Form A focuses on substance use and risk and protective factors, Form B has a broader group of stakeholders and a focus which includes substance use and other issues such as nutrition, physical activity, injury, mental health indicators. Because of that, Form B rotates more questions than Form A.

Revisions to Form B were made after input from stakeholders including school personnel, local public health, community agency representatives and state agency programs.

Survey Length:

- The 2006 Form B survey is 3 response items shorter than the 2004 survey.
- The 2006 Form B would be 117 Questions in length (97 on main survey and 20 on Tearoff) and 135 response items (115 on main survey and 20 on Tearoff). In 2004, there were 118 Questions (98 on main survey) and 138 response items.

Below are lists of the question changes to Form B for 2006. Note some of these are abbreviated versions of the actual questions.

Questions Rotating Out of Form B

• **Disability screener**:
  • Physical disabilities or health problems expected to last 6 months or more?
  • Long-term emotional problems, learning disabilities last 6 months or more?
  • Do other people consider you have disability, long-term health problem?
  • Limited in activities because of disability, long-term health problem?
• Last 2 weeks, had 5 or more drinks in a row (Will still be asked on Form A)
• Past 30 days: number days carry a weapon for self-protection in a fight
• Past 30 days: number days carry a gun
• Suicide attempt resulting in need for medical treatment
• I try to work out conflicts or disagreements by talking about them

- Past 30 days: bicycled or walked, had enough room
- Past 30 days: bicycled or walked, easy to cross streets
- Past 30 days: bicycled or walked, dogs or people bothered you
- How do you describe your weight?
- Past 30 days: exercise to lose weight
- Past 30 days: ear less food, fewer calories, low at food to lose weight
- Past 30 days: go without eating for 24 hours or more to lose weight
- Past 30 days: take diet pills, powders, liquids without doctor's advice to lose weight
- Past 30 days: vomit or take laxatives to lose weight
- Past 30 days: used Ecstasy or MDMA, number of days
- Past 30 days: used Ritalin, number of days
- Lifetime Use: Cocaine
- Lots of chances for students in my school to get involved in sports, and other school activities outside of class
- Age when first used chewing tobacco, snuff or dip
- Want to stop using tobacco right now?

Ever participated in a smoking cessation program?

Questions Rotating In to Form B

- Past 30 days: Used inhalants (things you sniff to get high)?
- During the average week, on how many days do you participate in supervised after-school activities either at school or away from school?

Rotate On to Tearoff

- Abuse Module:
  - Not counting TV, movies, video games, and sporting events, have you seen an adult hit, slap, punch, shove, kick, or otherwise physically hurt another adult more than one time?
  - Have you ever been physically abused by an adult?
- About how many cigarettes have you smoked in your entire life?

Questions Deleted from Form B

- I have adults in my life who really care about me
- Past 7 days, number times do muscle strengthening or tone exercising (replaced with new question)

Harassment Module (4 questions)- replaced with new Harassment module

New Questions for Form B

- In the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day?
- **Harassment Module (Replaces old version)** In the past 30 days, how often were you bullied, harassed, or intimidated at school or on your way to or from school:
  - because of your race, ethnicity, or national origin or what someone thought it was
  - because of your religion
  - because someone thought you were gay, lesbian or bisexual
  - because of your gender (being male or female)?
  - because you have a health problem or a physical or mental disability
  - because of any other reason
  - In the past 30 days, has someone used the computer or a cell phone to bully, harass or intimidate you?
- Last year in school, were you taught about preventing STDs other than HIV or AIDS
- If you wanted to get some cigarettes, how easy would it be for you to get some? (already on Form A)
- Does your school provide a counselor, intervention specialist, or other school staff member for students to discuss problems with alcohol, tobacco, or other drugs (already on Form A)
- During the past school year, did you see or hear information at your school about youth suicide prevention
- on how many days do you bicycle or walk near your home or to school
- On an average school night, how many hours do you sleep
- Did you eat breakfast today
- **Junk Food Module:**
  - drink regular soda, sports drinks (such as Gatorade) and other flavored sweetened drinks at school
  - where usually get flavored sweetened drinks
  - how many times did you eat potato chips or similar snack foods st school

- where usually get chips and similar snack foods
- past 30 days, on how many occasions (if any) have you been drunk or very high from drinking alcoholic beverages
- Past 30 days: use of painkillers to get high
- Occupational Module:
  - while working for pay have you ever been injured badly enough that you needed to go to a nurse, doctor, or hospital
  - describe the type of place that you currently work

Changes to Tear Off

In addition to the changes described above:

- Tobacco questions moving to tear off:
  - Past 30 days: smoked cigars, number of days
  - Have you ever smoked cigarettes every day for 30 days?
  - Have you ever smoked cigarettes every day for 30 days?
- Diabetes Questions Moving to Main Body:
  - Ever been told by a doctor or other health professional that you have diabetes
  - Are you now taking any medication for your diabetes

Form C Changes for 2006

Survey Length: The 2006 Form C will be one questions/ response item shorter than 2004. for 2006, there are 72 questions (8 are on the Tear off) and 94 response items.

Questions Rotating Out of Form C

- When you rollerblade or skateboard, how often wear helmet
- Past 30 days, do to lose or keep from gaining weight
- Past 30 days: bicycled or walked, had enough room
- Past 30 days: bicycled or walked, easy to cross streets

New Questions for Form C

- Did you eat breakfast today?
- Did you buy any of these at school (Place after drinking sodas question)
- on how many days do you bicycle or walk near your home or to school?

Appendix K: Healthy Youth Survey 2004 Stata Codebook

```
-------------------------------------------------------------------------------------------------------
formtype                                                                                  survey form
-------------------------------------------------------------------------------------------------------

                 type:  string (str1)

        unique values:  3                        missing "":  0/30263

           tabulation:  Freq.  Value
                        11288  "A"
                        11113  "B"
                         7862  "C"

-------------------------------------------------------------------------------------------------------
conum                                                                                  county number
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [2,39]                       units:  1
        unique values:  35                       missing .:  0/30263

                 mean:   22.6787
            std. dev:   10.6389

          percentiles:        10%       25%       50%       75%       90%
                               6        17        26        32        37

-------------------------------------------------------------------------------------------------------
distnum                                                                              district number
-------------------------------------------------------------------------------------------------------

                 type:  numeric (int)

                range:  [1,507]                      units:  1
        unique values:  80                       missing .:  0/30263

                 mean:   227.316
            std. dev:    167.83

          percentiles:        10%       25%       50%       75%       90%
                               5        53       206       402       412

-------------------------------------------------------------------------------------------------------
schnum                                                                                  school number
-------------------------------------------------------------------------------------------------------

                 type:  numeric (int)

                range:  [1626,4586]                  units:  1
        unique values:  191                      missing .:  0/30263

                 mean:   3426.43
            std. dev:   757.716

          percentiles:        10%       25%       50%       75%       90%
                             2415      2893      3361      4149      4495
```

```
-------------------------------------------------------------------------------------------------------
hdrgrade                                                                              header grade
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  hdrgrade, but 4 nonmissing values are not labeled

                range:  [6,15]                       units:  1
        unique values:  5                        missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                         7539         6
                         8438         8
                         6301        10
                         4602        12
                         3383        15  mixed
-------------------------------------------------------------------------------------------------------
c01                                          in the last 30 days, how often have you been bullied?
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c01

                range:  [1,5]                        units:  1
        unique values:  5                        missing .:  1428/30263

           tabulation:  Freq.   Numeric  Label
                        21740         1  i have not been bullied
                         3400         2  once
                         1880         3  2-3 times
                          661         4  about once a week
                         1154         5  several times a week
                         1428         .

-------------------------------------------------------------------------------------------------------
c03                  has anyone ever made offensive racial comments or attacked you based on your rac
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c03

                range:  [1,3]                        units:  1
        unique values:  3                        missing .:  23027/30263

           tabulation:  Freq.   Numeric  Label
                         5179         1  no
                         1450         2  yes
                          607         3  unsure
                        23027         .

-------------------------------------------------------------------------------------------------------
c04                  has anyone ever made offensive sexual comments to you--at school or on your way
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c04

                range:  [1,3]                        units:  1
        unique values:  3                        missing .:  23036/30263

           tabulation:  Freq.   Numeric  Label
                         4380         1  no
                         2312         2  yes
                          535         3  unsure
                        23036         .
```

```
c05                 has anyone ever made offensive comments or attacked you because they thought you
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c05

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  23054/30263

           tabulation:  Freq.   Numeric  Label
                         6166         1  no
                          759         2  yes
                          284         3  unsure
                        23054         .

-------------------------------------------------------------------------------------------------------
c06                 does your school provide a counselor, intervention specialist, or other school s
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c06

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19165/30263

           tabulation:  Freq.   Numeric  Label
                          542         1  no
                         7978         2  yes
                         2578         3  i'm not sure
                        19165         .

-------------------------------------------------------------------------------------------------------
c07                            how good is your school at educating you about hiv/aids?(secondary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c07

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19995/30263

           tabulation:  Freq.   Numeric  Label
                         1869         1  very good
                         3203         2  good
                         3063         3  fair
                         1226         4  poor
                          907         5  i have not had hiv/aids
                                         education at my school
                        19995         .

-------------------------------------------------------------------------------------------------------
c10                 has anyone ever made offensive comments or attacked you because they thought you
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  c10

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  23062/30263

           tabulation:  Freq.   Numeric  Label
                         6509         1  no
                          442         2  yes
                          250         3  unsure
                        23062         .
```

```
-------------------------------------------------------------------------------------------------------
d07                 have you ever, even once in your life, used steroids (muscle builders) without a
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d07

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19273/30263

           tabulation:  Freq.   Numeric  Label
                        10743         1  no
                          247         2  yes
                        19273         .

-------------------------------------------------------------------------------------------------------
d08                 have you ever, even once in your life, used cocaine or crack (coke, rock, snow)?
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d08

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19275/30263

           tabulation:  Freq.   Numeric  Label
                        10371         1  no
                          617         2  yes
                        19275         .

-------------------------------------------------------------------------------------------------------
d09                 have you ever, even once in your life, used a needle to inject any illegal drugs
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d09

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19321/30263

           tabulation:  Freq.   Numeric  Label
                        10763         1  no
                          179         2  yes
                        19321         .

-------------------------------------------------------------------------------------------------------
d11                 have you ever, even once in your lifetime, used inhalants (things you sniff to g
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d11

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  22852/30263

           tabulation:  Freq.   Numeric  Label
                          272         1  yes
                         7139         2  no
                        22852         .

-------------------------------------------------------------------------------------------------------
d12                   have you ever, even once in your lifetime, used other illegal drugs? (primary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d12

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  22847/30263

           tabulation:  Freq.   Numeric  Label
                          216         1  yes
                         7200         2  no
                        22847         .

-------------------------------------------------------------------------------------------------------
d13                 during the past 30 days, on the days you smoked, how many cigarettes did you smo
```

```
                  type:  numeric (byte)
                 label:  d13

                 range:  [1,7]                        units:  1
         unique values:  7                        missing .:  20749/30263

            tabulation:  Freq.   Numeric  Label
                          8143         1  i did not smoke during the past
                                          30 days
                           440         2  less than 1 per day
                           288         3  1 per day
                           401         4  2-5 per day
                           130         5  6-10 per day
                            69         6  11-20 per day
                            43         7  more than 20 cigarettes per day
                         20749         .
```

```
d14                               during the past 30 days, on how many days did you: smoke cigarettes?
```

```
                  type:  numeric (byte)
                 label:  d14

                 range:  [1,6]                        units:  1
         unique values:  6                        missing .:  852/30263

            tabulation:  Freq.   Numeric  Label
                         26460         1  none
                          1021         2  1-2 days
                           448         3  3-5 days
                           296         4  6-9 days
                           478         5  10-29 days
                           708         6  all 30 days
                           852         .
```

```
d15                   during the past 30 days, on how many days did you: chew tobacco or use snuff?/us
```

```
                  type:  numeric (byte)
                 label:  d15

                 range:  [1,6]                        units:  1
         unique values:  6                        missing .:  894/30263

            tabulation:  Freq.   Numeric  Label
                         28236         1  none
                           509         2  1-2 days
                           194         3  3-5 days
                           114         4  6-9 days
                           146         5  10-29 days
                           170         6  all 30 days
                           894         .
```

```
d16                   during the past 30 days, on how many days did you: smoke cigars, cigarillos, or
```

```
                  type:  numeric (byte)
                 label:  d16

                 range:  [1,5]                        units:  1
         unique values:  5                        missing .:  20849/30263

            tabulation:  Freq.   Numeric  Label
                          8321         1  0 days
                           556         2  1-2 days
                           268         3  3-9 days
                           159         4  10-29 days
                           110         5  all 30 days
                         20849         .
```

```
d17                   during the past 30 days, on how many days did you: smoke tobacco in a pipe? (sec
```

```
                  type:  numeric (byte)
                 label:  d17

                 range:  [1,5]                        units:  1
         unique values:  5                        missing .:  23133/30263

            tabulation:  Freq.   Numeric  Label
                          6782         1  0 days
                           159         2  1-2 days
                            97         3  3-9 days
                            47         4  10-29 days
                            45         5  all 30 days
                         23133         .
```

```
d18                   during the past 30 days, on how many days did you: smoke bidis ('beedies', flavo
```

```
                  type:  numeric (byte)
                 label:  d18

                 range:  [1,5]                        units:  1
         unique values:  5                        missing .:  23149/30263

            tabulation:  Freq.   Numeric  Label
                          6598         1  0 days
                           275         2  1-2 days
                           140         3  3-9 days
                            52         4  10-29 days
                            49         5  all 30 days
                         23149         .
```

```
d19                   during the past 30 days, on how many days did you: smoke clove cigarettes (krete
```

```
                  type:  numeric (byte)
                 label:  d19

                 range:  [1,5]                        units:  1
         unique values:  5                        missing .:  23167/30263

            tabulation:  Freq.   Numeric  Label
                          6751         1  0 days
                           155         2  1-2 days
                            84         3  3-9 days
                            54         4  10-29 days
                            52         5  all 30 days
                         23167         .
```

```
-------------------------------------------------------------------------------------------------
d20                 during the past 30 days, on how many days did you: drink a glass, can or bottle
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d20

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  915/30263

           tabulation:  Freq.   Numeric  Label
                        22510         1  none
                         3739         2  1-2 days
                         1569         3  3-5 days
                          698         4  6-9 days
                          832         5  10 or more days
                          915         .

-------------------------------------------------------------------------------------------------
d21                 during the past 30 days, on how many days did you: use marijuana or hashish (gra
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d21

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  953/30263

           tabulation:  Freq.   Numeric  Label
                        25965         1  none
                         1412         2  1-2 days
                          650         3  3-5 days
                          337         4  6-9 days
                          946         5  10 or more days
                          953         .

-------------------------------------------------------------------------------------------------
d23                 during the past 30 days, on how many days did you: use methamphetamines (meth, c
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d23

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8456/30263

           tabulation:  Freq.   Numeric  Label
                        21268         1  none
                          261         2  1-2 days
                          117         3  3-5 days
                           65         4  6-9 days
                           96         5  10 or more days
                         8456         .

-------------------------------------------------------------------------------------------------
d25                 during the past 30 days, on how many days did you: use ecstasy or mdma? (seconda
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d25

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8487/30263

           tabulation:  Freq.   Numeric  Label
                        21233         1  none
                          287         2  1-2 days
                          146         3  3-5 days
                           50         4  6-9 days
                           60         5  10 or more days
                         8487         .

-------------------------------------------------------------------------------------------------
d28                              have you ever smoked cigarettes every day for 30 days? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d28

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19201/30263

           tabulation:  Freq.   Numeric  Label
                        10165         1  no
                          897         2  yes
                        19201         .

-------------------------------------------------------------------------------------------------
d29                          if one of your best friends offered you a cigarette, would you smoke it?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d29

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  1278/30263

           tabulation:  Freq.   Numeric  Label
                        22378         1  definitely no
                         3413         2  probably no
                         1977         3  probably yes
                         1217         4  definitely yes
                         1278         .

-------------------------------------------------------------------------------------------------
d30                          do you think that you will smoke a cigarette anytime in the next year?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d30

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  1316/30263

           tabulation:  Freq.   Numeric  Label
                        21406         1  definitely no
                         3846         2  probably no
                         2151         3  probably yes
                         1544         4  definitely yes
                         1316         .

-------------------------------------------------------------------------------------------------
d31                        how old were you the first time you smoked a whole cigarette? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d31

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  8605/30263

           tabulation:  Freq.   Numeric  Label
                        16207         1  never have
                         1153         2  10 or younger
                          626         3  11
                          816         4  12
                          863         5  13
                          715         6  14
                          648         7  15
                          339         8  16
                          291         9  17 or older
                         8605         .
```

```
-------------------------------------------------------------------------------------------------
d32                          how old were you the first time you smoked a whole cigarette? (primary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d32

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  22865/30263

           tabulation:  Freq.   Numeric  Label
                         7001         1  never have
                          242         2  10 or younger
                          106         3  11
                           22         4  12
                           27         5  13 or older
                        22865         .

-------------------------------------------------------------------------------------------------
d34                  do you think young people risk harming themselves if they smoke from 1-5 cigaret
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d34

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  12214/30263

           tabulation:  Freq.   Numeric  Label
                          869         1  definitely no
                          646         2  probably no
                         3894         3  probably yes
                        12640         4  definitely yes
                        12214         .

-------------------------------------------------------------------------------------------------
d35                  during the past year, did you practice ways to say no to tobacco in any of your
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d35

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  11479/30263

           tabulation:  Freq.   Numeric  Label
                         6694         1  yes
                         8836         2  no
                         3254         3  not sure
                        11479         .

-------------------------------------------------------------------------------------------------
d36                  during the past 30 days, on how many days did you use tobacco (cigarettes, cigar
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d36

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19224/30263

           tabulation:  Freq.   Numeric  Label
                        10268         1  0 days
                          329         2  1-2 days
                          189         3  3-9 days
                          137         4  10-29 days
                          116         5  all 30 days
                        19224         .

-------------------------------------------------------------------------------------------------
d37                  during the past 12 months, have you ever tried to quit using tobacco (cigarettes
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d37

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19294/30263

           tabulation:  Freq.   Numeric  Label
                         8830         1  i did not use tobacco during the
                                         past 12 months
                         1001         2  yes
                         1138         3  no
                        19294         .

-------------------------------------------------------------------------------------------------
d38                  how old were you when you used chewing tobacco, snuff, or dip for the first time
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d38

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  20383/30263

           tabulation:  Freq.   Numeric  Label
                         8722         1  never used
                          255         2  10 or younger
                          112         3  11
                          146         4  12
                          154         5  13
                          132         6  14
                          166         7  15
                           89         8  16
                          104         9  17 or older
                        20383         .

-------------------------------------------------------------------------------------------------
d42                  do you think the smoke from other people's cigarettes (secondhand smoke) is harm
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d42

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  13627/30263

           tabulation:  Freq.   Numeric  Label
                         1257         1  definitely no
                          627         2  probably no
                         3506         3  probably yes
                        11246         4  definitely yes
                        13627         .

-------------------------------------------------------------------------------------------------
d44                  during the past 12 months, did you buy or receive anything that has a tobacco co
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d44

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  20487/30263

           tabulation:  Freq.   Numeric  Label
                         8534         1  no
                         1242         2  yes
                        20487         .
```

```
-------------------------------------------------------------------------------------------------------
d45                 would you ever use or wear something that has a tobacco company name or picture
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d45

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  13680/30263

           tabulation:  Freq.   Numeric  Label
                         8969         1  definitely no
                         4379         2  probably no
                         2448         3  probably yes
                          787         4  definitely yes
                        13680         .

-------------------------------------------------------------------------------------------------------
d46                 during the past 7 days, on how many days were you in the same room with someone
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d46

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  13736/30263

           tabulation:  Freq.   Numeric  Label
                         9584         1  0 days
                         3291         2  1-2 days
                         1156         3  3-4 days
                          574         4  5-6 days
                         1922         5  7 days
                        13736         .

-------------------------------------------------------------------------------------------------------
d47                 during the past 7 days, on how many days did you ride in a car with someone who
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d47

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  20606/30263

           tabulation:  Freq.   Numeric  Label
                         6436         1  0 days
                         1379         2  1-2 days
                          717         3  3-4 days
                          421         4  5-6 days
                          704         5  7 days
                        20606         .

-------------------------------------------------------------------------------------------------------
d48                 during the past 30 days, have you seen or heard commercials on tv, the internet,
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d48

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  20660/30263

           tabulation:  Freq.   Numeric  Label
                         2074         1  not in the past 30 days
                         2361         2  1-3 times in the past 30 days
                         1963         3  1-3 times per week
                         2000         4  daily or almost daily
                         1205         5  more than once a day
                        20660         .

-------------------------------------------------------------------------------------------------------
d49                                 does anyone who lives with you now smoke cigarettes?(secondary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d49

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  20663/30263

           tabulation:  Freq.   Numeric  Label
                         6537         1  no
                         3063         2  yes
                        20663         .

-------------------------------------------------------------------------------------------------------
d51                                       do you want to stop using tobacco right now?(secondary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d51

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  20766/30263

           tabulation:  Freq.   Numeric  Label
                         8147         1  i do not use tobacco now
                          605         2  yes
                          745         3  no
                        20766         .

-------------------------------------------------------------------------------------------------------
d53                 have you ever participated in a program to help you quit using tobacco?(secondar
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d53

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  20809/30263

           tabulation:  Freq.   Numeric  Label
                         7713         1  i have never used tobacco
                                         regularly
                          283         2  yes
                         1458         3  no
                        20809         .

-------------------------------------------------------------------------------------------------------
d54                 has either of your parents (or guardians) discussed the dangers of tobacco use w
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d54

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  13945/30263

           tabulation:  Freq.   Numeric  Label
                         2611         1  mother (or female guardian) only
                          628         2  father (or male guardian) only
                         8891         3  both
                         4188         4  neither
                        13945         .
```

```
-------------------------------------------------------------------------------------------------
d56                 during the past 30 days, how did you usually get your own tobacco? (choose only
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d56

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  20883/30263

           tabulation:  Freq.   Numeric  Label
                         7827         1  i did not use tobacco during the
                                         past 30 days
                          338         2  i bought it in a store
                           79         3  i bought it from a vending
                                         machine
                          385         4  i gave someone else money to buy
                                         them for me
                          303         5  i borrowed (or bummed) them from
                                         someone else
                          174         6  a person 18 years old or older
                                         gave them to me
                           77         7  i took them from a store or a
                                         family member
                          197         8  i got them some other way
                        20883         .

-------------------------------------------------------------------------------------------------
d60                 how much do you think people risk harming themselves if they smoke marijuana occ
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d60

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19233/30263

           tabulation:  Freq.   Numeric  Label
                         1219         1  no risk
                         1796         2  slight risk
                         3415         3  moderate risk
                         4149         4  great risk
                          451         5  not sure
                        19233         .

-------------------------------------------------------------------------------------------------
d61                 think back over the last 2 weeks. how many times have you had five or more drink
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d61

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  8542/30263

           tabulation:  Freq.   Numeric  Label
                        17940         1  none
                         1496         2  once
                          986         3  twice
                          758         4  3-5 times
                          221         5  6-9 times
                          320         6  10 or more times
                         8542         .

-------------------------------------------------------------------------------------------------
d62                 how many times in the past year (12 months) have you been drunk or high at schoo
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d62

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8564/30263

           tabulation:  Freq.   Numeric  Label
                        18830         1  never
                         1416         2  1-2 times
                          577         3  3-5 times
                          260         4  6-9 times
                          616         5  10 or more times
                         8564         .

-------------------------------------------------------------------------------------------------
d63                 during the past 30 days, on how many days did you not county alcohol, tobacco, o
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d63

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8421/30263

           tabulation:  Freq.   Numeric  Label
                        20736         1  none
                          543         2  1-2 days
                          233         3  3-5 days
                          127         4  6-9 days
                          203         5  10 or more days
                         8421         .

-------------------------------------------------------------------------------------------------
d64                 during the past 30 days, on how many days did you use ritalin without a doctor's
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d64

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8555/30263

           tabulation:  Freq.   Numeric  Label
                        20943         1  none
                          426         2  1-2 days
                          157         3  3-5 days
                           80         4  6-9 days
                          102         5  10 or more days
                         8555         .

-------------------------------------------------------------------------------------------------
d65                 during the past year in school, how many times did you get information in classe
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d65

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11496/30263

           tabulation:  Freq.   Numeric  Label
                         4394         1  none
                         3382         2  once
                         5331         3  2 or 3 times
                         5660         4  4 or more times
                        11496         .
```

```
-------------------------------------------------------------------------------------------------
d66                 do you think that rules about not using tobacco at your school are usually enfor
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d66

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19363/30263

           tabulation:  Freq.   Numeric  Label
                         1366         1  definitely no
                         1868         2  probably no
                         4574         3  probably yes
                         3092         4  definitely yes
                        19363         .

-------------------------------------------------------------------------------------------------
d67                 during the past 30 days, how did you usually get alcohol (beer, wine, or hard li
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d67

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  19689/30263

           tabulation:  Freq.   Numeric  Label
                         7582         1  i did not get alcohol in the
                                         past 30 days
                          135         2  i bought it from a store
                          889         3  i got in from friends
                          594         4  i gave money to someone to get
                                         it for me
                          237         5  i took it form home without
                                         permission
                          348         6  i got it at home with permission
                          412         7  i got it at a party
                          377         8  i got it in some other way
                        19689         .

-------------------------------------------------------------------------------------------------
derb                                 during the past 30 days, on how many days did you: use derbisol?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  derb

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  1296/30263

           tabulation:  Freq.   Numeric  Label
                        28611         1  none
                          204         2  1-2 days
                          106         3  3-5 days
                           46         4  6-9 days
                         1296         .

-------------------------------------------------------------------------------------------------
f05                                      my parents ask if i've gotten my homework done.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  f05

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  23095/30263

           tabulation:  Freq.   Numeric  Label
                          455         1  no!
                          731         2  no
                         2680         3  yes
                         3302         4  yes!
                        23095         .

-------------------------------------------------------------------------------------------------
f06                              would your parents know if you did not come home on time?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  f06

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  23119/30263

           tabulation:  Freq.   Numeric  Label
                          456         1  no!
                         1066         2  no
                         2566         3  yes
                         3056         4  yes!
                        23119         .

-------------------------------------------------------------------------------------------------
f07                 when i am not at home, one of my parents knows where i am and who i am with.(sec
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  f07

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  23134/30263

           tabulation:  Freq.   Numeric  Label
                          394         1  no!
                          828         2  no
                         2958         3  yes
                         2949         4  yes!
                        23134         .

-------------------------------------------------------------------------------------------------
f08                                                 the rules in my family are clear.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  f08

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  23148/30263

           tabulation:  Freq.   Numeric  Label
                          347         1  no!
                          843         2  no
                         2814         3  yes
                         3111         4  yes!
                        23148         .

-------------------------------------------------------------------------------------------------
f09                                  my family has clear rules about alcohol and drug use.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  f09

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  23161/30263

           tabulation:  Freq.   Numeric  Label
                          383         1  no!
                          875         2  no
                         1974         3  yes
                         3870         4  yes!
                        23161         .
```

---

f10 if you drank some beer, wine, or liquor (for example: vodka, whiskey, or gin) wi

---

type: numeric (byte)
label: f10

range: [1,4] units: 1
unique values: 4 missing .: 23186/30263

tabulation:

Freq.	Numeric	Label
1099	1	no!
2417	2	no
1584	3	yes
1977	4	yes!
23186	.	

---

f11 if you carried a handgun without your parent's permission, would you be caught b

---

type: numeric (byte)
label: f11

range: [1,4] units: 1
unique values: 4 missing .: 23219/30263

tabulation:

Freq.	Numeric	Label
643	1	no!
1157	2	no
1765	3	yes
3479	4	yes!
23219	.	

---

f12 if you skipped school, would you be caught by your parents?(secondary)

---

type: numeric (byte)
label: f12

range: [1,4] units: 1
unique values: 4 missing .: 23203/30263

tabulation:

Freq.	Numeric	Label
683	1	no!
1415	2	no
2023	3	yes
2939	4	yes!
23203	.	

---

f13 my parents give me lots of chances to do fun things with them.(primary)

---

type: numeric (byte)
label: f13

range: [1,4] units: 1
unique values: 4 missing .: 25174/30263

tabulation:

Freq.	Numeric	Label
277	1	no!
498	2	no
1999	3	yes
2315	4	yes!
25174	.	

---

f14 my parents ask me what i think before most family decisions affecting me are mad

---

type: numeric (byte)
label: f14

range: [1,4] units: 1
unique values: 4 missing .: 25319/30263

tabulation:

Freq.	Numeric	Label
465	1	no!
854	2	no
2011	3	yes
1614	4	yes!
25319	.	

---

f15 if i had a personal problem, i could ask my mom or dad for help.(primary)

---

type: numeric (byte)
label: f15

range: [1,4] units: 1
unique values: 4 missing .: 25249/30263

tabulation:

Freq.	Numeric	Label
281	1	no!
331	2	no
1439	3	yes
2963	4	yes!
25249	.	

---

f16 my parents notice when i am doing a good job and let me know about it.(primary)

---

type: numeric (byte)
label: f16

range: [1,4] units: 1
unique values: 4 missing .: 25234/30263

tabulation:

Freq.	Numeric	Label
234	1	never or almost never
812	2	sometimes
1408	3	often
2575	4	all the time
25234	.	

---

f17 how often do your parents tell you they're proud of you for something you've don

---

type: numeric (byte)
label: f17

range: [1,4] units: 1
unique values: 4 missing .: 25251/30263

tabulation:

Freq.	Numeric	Label
212	1	never or almost never
726	2	sometimes
1514	3	often
2560	4	all the time
25251	.	

---

f18 do you enjoy spending time with your dad?(primary)

---

type: numeric (byte)
label: f18

range: [1,4] units: 1
unique values: 4 missing .: 25307/30263

tabulation:

Freq.	Numeric	Label
255	1	no!
207	2	no
1163	3	yes
3331	4	yes!
25307	.	

---

f19 do you enjoy spending time with your mom?(primary)

---

type: numeric (byte)
label: f19

range: [1,4] units: 1
unique values: 4 missing .: 25247/30263

tabulation:

Freq.	Numeric	Label
117	1	no!
145	2	no
1142	3	yes
3612	4	yes!
25247	.	

---

f22 how often in the past 12 months did you or your family have to cut meal size or

---

type: numeric (byte)
label: f22

range: [1,4] units: 1
unique values: 4 missing .: 22953/30263

tabulation:

Freq.	Numeric	Label
408	1	almost every month
360	2	some months but not every month
342	3	only 1-2 months
6200	4	did not have to skip or cut the size of meals
22953	.	

---

f24 how wrong do your parents feel it would be for you to:drink beer, wine or hard l

---

type: numeric (byte)
label: f24

range: [1,4] units: 1
unique values: 4 missing .: 23225/30263

tabulation:

Freq.	Numeric	Label
4489	1	very wrong
1426	2	wrong
807	3	a little bit wrong
316	4	not wrong at all
23225	.	

---

f25 how wrong do your parents feel it would be for you to: smoke cigarettes?(seconda

---

type: numeric (byte)
label: f25

range: [1,4] units: 1
unique values: 4 missing .: 23196/30263

tabulation:

Freq.	Numeric	Label
5460	1	very wrong
1042	2	wrong
358	3	a little bit wrong
207	4	not wrong at all
23196	.	

---

f26 how wrong do your parents feel it would be for you to: smoke marijuana?(secondar

---

type: numeric (byte)
label: f26

range: [1,4] units: 1
unique values: 4 missing .: 23251/30263

tabulation:

Freq.	Numeric	Label
5728	1	very wrong
733	2	wrong
346	3	a little bit wrong
205	4	not wrong at all
23251	.	

---

f27 how wrong do your parents feel it would be for you to: steal anything worth more

---

type: numeric (byte)
label: f27

range: [1,4] units: 1
unique values: 4 missing .: 23226/30263

tabulation:

Freq.	Numeric	Label
5769	1	very wrong
903	2	wrong
241	3	a little bit wrong
124	4	not wrong at all
23226	.	

---

f28 how wrong do your parents feel it would be for you to: draw graffiti, or write t

---

type: numeric (byte)
label: f28

range: [1,4] units: 1
unique values: 4 missing .: 23265/30263

tabulation:

Freq.	Numeric	Label
5249	1	very wrong
1211	2	wrong
359	3	a little bit wrong
179	4	not wrong at all
23265	.	

f29 how wrong do your parents feel it would be for you to: pick a fight with someone

type: numeric (byte)
label: f29

range: [1,4] units: 1
unique values: 4 missing .: 23267/30263

tabulation:	Freq.	Numeric	Label
	3889	1	very wrong
	2020	2	wrong
	835	3	a little bit wrong
	252	4	not wrong at all
	23267	.	

f1 during the past 7 days, how many times did you: drink 100% fruit juice such as o

type: numeric (byte)
label: fv1

range: [1,7] units: 1
unique values: 7 missing .: 19363/30263

tabulation:	Freq.	Numeric	Label
	1833	1	i did not drink fruit juice during the past 7 days
	3694	2	1-3 times during the past 7 days
	1906	3	4-6 times during hte past 7 days
	1164	4	1 time per day
	1203	5	2 times per day
	530	6	3 times per day
	570	7	4 or more times per day
	19363	.	

fv2 during the past 7 days, how many times did you: eat fruit?

type: numeric (byte)
label: fv2

range: [1,7] units: 1
unique values: 7 missing .: 19395/30263

tabulation:	Freq.	Numeric	Label
	1043	1	i did not eat fruit during the past 7 days
	3768	2	1-3 times during the past 7 days
	2223	3	4-6 times during hte past 7 days
	1549	4	1 time per day
	1315	5	2 times per day
	527	6	3 times per day
	443	7	4 or more times per day
	19395	.	

fv3 during the past 7 days, how many times did you: eat green salad?

type: numeric (byte)
label: fv3

range: [1,7] units: 1
unique values: 7 missing .: 19424/30263

tabulation:	Freq.	Numeric	Label
	2997	1	i did not eat green salad during the past 7 days
	4394	2	1-3 times during the past 7 days
	1688	3	4-6 times during hte past 7 days
	1223	4	1 time per day
	316	5	2 times per day
	84	6	3 times per day
	137	7	4 or more times per day
	19424	.	

fv4 during the past 7 days, how many times did you: eat potatoes?

type: numeric (byte)
label: fv4

range: [1,7] units: 1
unique values: 7 missing .: 19412/30263

tabulation:	Freq.	Numeric	Label
	3443	1	i did not eat potatoes during the past 7 days
	5388	2	1-3 times during the past 7 days
	1160	3	4-6 times during hte past 7 days
	514	4	1 time per day
	170	5	2 times per day
	60	6	3 times per day
	116	7	4 or more times per day
	19412	.	

fv5 during the past 7 days, how many times did you: eat carrots?

type: numeric (byte)
label: fv5

range: [1,7] units: 1
unique values: 7 missing .: 19437/30263

tabulation:	Freq.	Numeric	Label
	4675	1	i did not eat carrots during the past 7 days
	4170	2	1-3 times during the past 7 days
	944	3	4-6 times during hte past 7 days
	551	4	1 time per day
	248	5	2 times per day
	75	6	3 times per day
	163	7	4 or more times per day
	19437	.	

```
-------------------------------------------------------------------------------------------------
fv6                          during the past 7 days, how many times did you: eat other vegetables?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  fv6

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  19481/30263

           tabulation:  Freq.   Numeric  Label
                         1807         1  i did not eat other vegetables
                                         during the past 7 days
                         4201         2  1-3 times during the past 7 days
                         2194         3  4-6 times during hte past 7 days
                         1368         4  1 time per day
                          699         5  2 times per day
                          254         6  3 times per day
                          259         7  4 or more times per day
                        19481         .

-------------------------------------------------------------------------------------------------
g01                                                                  how old are you? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g01

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  7921/30263

           tabulation:  Freq.   Numeric  Label
                          113         1  12 or younger
                         5990         2  13
                         2347         3  14
                         5836         4  15
                         2153         5  16
                         4270         6  17
                         1487         7  18
                          146         8  19 or older
                         7921         .

-------------------------------------------------------------------------------------------------
g02                                                                 how old are you? (elementary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g02

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  22415/30263

           tabulation:  Freq.   Numeric  Label
                          122         1  10 or younger
                         5578         2  11
                         2060         3  12
                           82         4  13
                            3         5  14
                            3         6  15 or older
                        22415         .

-------------------------------------------------------------------------------------------------
g03                                                                  what grade are you in? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g03

                range:  [2,7]                        units:  1
        unique values:  4                    missing .:  7936/30263

           tabulation:  Freq.   Numeric  Label
                         8432         2  8th
                         8025         4  10th
                         5836         6  12th
                           34         7  ungraded or other
                         7936         .

-------------------------------------------------------------------------------------------------
g04                                                                  what grade are you in? (elementary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g04

                range:  [2,4]                        units:  1
        unique values:  2                    missing .:  22466/30263

           tabulation:  Freq.   Numeric  Label
                         7786         2  6th
                           11         4  ungraded or other
                        22466         .

-------------------------------------------------------------------------------------------------
g05                                                                                        gender
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g05

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  104/30263

           tabulation:  Freq.   Numeric  Label
                        15538         1  female
                        14621         2  male
                          104         .

-------------------------------------------------------------------------------------------------
g06a                                          how do you describe yourself: asian or asian american
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06a

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  28133/30263

           tabulation:  Freq.   Numeric  Label
                         2130         1  checked
                        28133         .
```

```
-------------------------------------------------------------------------------------------------
g06b                                how do you describe yourself: american indian or alaskan native
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06b

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  28630/30263

           tabulation:  Freq.   Numeric  Label
                         1633         1  checked
                        28630         .

-------------------------------------------------------------------------------------------------
g06c                                    how do you describe yourself: black or african-american
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06c

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  28903/30263

           tabulation:  Freq.   Numeric  Label
                         1360         1  checked
                        28903         .

-------------------------------------------------------------------------------------------------
g06d                                    how do you describe yourself: hispanic or latino/latina
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06d

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  27046/30263

           tabulation:  Freq.   Numeric  Label
                         3217         1  checked
                        27046         .

-------------------------------------------------------------------------------------------------
g06e                           how do you describe yourself: native hawaiian or other pacific islander
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06e

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  29655/30263

           tabulation:  Freq.   Numeric  Label
                          608         1  checked
                        29655         .

-------------------------------------------------------------------------------------------------
g06f                                             how do you describe yourself: white or caucasian
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06f

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  10725/30263

           tabulation:  Freq.   Numeric  Label
                        19538         1  checked
                        10725         .

-------------------------------------------------------------------------------------------------
g06g                                                                how do you describe yourself: other
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06g

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  26937/30263

           tabulation:  Freq.   Numeric  Label
                         3326         1  checked
                        26937         .

-------------------------------------------------------------------------------------------------
g07                                             what language is usually spoken at home? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g07

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  8772/30263

           tabulation:  Freq.   Numeric  Label
                        18650         1  english
                         1426         2  spanish
                          223         3  russian
                          140         4  ukrainian
                          197         5  vietnamese
                          855         6  other
                         8772         .

-------------------------------------------------------------------------------------------------
g08                                             what language is usually spoken at home? (elementary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g08

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  22557/30263

           tabulation:  Freq.   Numeric  Label
                         6664         1  english
                          525         2  spanish
                          517         3  other
                        22557         .

-------------------------------------------------------------------------------------------------
g09                              what is the highest degree or diploma your father earned? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g09

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8994/30263

           tabulation:  Freq.   Numeric  Label
                         2040         1  none
                         4490         2  high school diploma or ged
                         2204         3  two-year college
                         5956         4  four-year college or more
                         6579         5  don't know
                         8994         .
```

```
g10                             what is the highest degree or diploma your mother earned?(secondary)
```

```
                 type:  numeric (byte)
                label:  g10

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  8942/30263

           tabulation:  Freq.   Numeric  Label
                         1753         1  none
                         4934         2  high school diploma or ged
                         3103         3  two-year college
                         5674         4  four-year college or more
                         5857         5  don't know
                         8942         .
```

```
g11                          how far in school do you think you will get? (mark only one.) (secondary)
```

```
                 type:  numeric (byte)
                label:  g11

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  19956/30263

           tabulation:  Freq.   Numeric  Label
                          199         1  won't graduate from high school
                          613         2  will graduate from high school,
                                         but won't go any further
                         2091         3  will go to a comm college, tech,
                                         or other 2-year school
                          957         4  will attend a 4-year college
                         3813         5  will graduate from a 4-year
                                         college
                         2634         6  will earn an advanced graduate
                                         degree
                        19956         .
```

```
g12                  not counting chores around your home, how many hours per week are you currently
```

```
                 type:  numeric (byte)
                label:  g12

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  20062/30263

           tabulation:  Freq.   Numeric  Label
                         6140         1  none, not currently working
                         1537         2  4 hours or less a week
                         1048         3  5-10 hours a week
                          874         4  11-20 hours a week
                          370         5  21-30 hours a week
                          107         6  31-40 hours a week
                          125         7  more than 40 hours a week
                        20062         .
```

```
g13                                                 how honest were you in filling out this survey?
```

```
                 type:  numeric (byte)
                label:  g13

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  4175/30263

           tabulation:  Freq.   Numeric  Label
                        22575         1  i was very honest
                         3029         2  i was honest pretty much of the
                                         time
                          484         3  i was honest some of the time
                         4175         .
```

```
h02                                                   how do you describe your weight?(secondary)
```

```
                 type:  numeric (byte)
                label:  h02

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19370/30263

           tabulation:  Freq.   Numeric  Label
                          265         1  very underweight
                         1392         2  slightly underweight
                         5839         3  about the right weight
                         2807         4  slightly overweight
                          590         5  very overweight
                        19370         .
```

```
h03                                  which of the following are you trying to do about your weight?
```

```
                 type:  numeric (byte)
                label:  h03

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  12538/30263

           tabulation:  Freq.   Numeric  Label
                         5222         1  i am not trying to do anything
                                         about my weight
                         7002         2  lose weight
                         1724         3  gain weight
                         3777         4  stay the same weight
                        12538         .
```

```
h06                  have you ever done any of the following (fasting, diet pills, vomited or taken l
```

```
                 type:  numeric (byte)
                label:  h06

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  23494/30263

           tabulation:  Freq.   Numeric  Label
                          633         1  yes
                         6136         2  no
                        23494         .
```

```
-------------------------------------------------------------------------------------------------
h08                                                  how often do you eat dinner with your family?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h08

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  14387/30263

           tabulation:  Freq.   Numeric  Label
                         771         1  never
                        1915         2  rarely
                        2771         3  sometimes
                        5665         4  most of the time
                        4754         5  always
                       14387         .

-------------------------------------------------------------------------------------------------
h09                        how many sodas or pops did you drink yesterday? (do not count diet soda.)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h09

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  12622/30263

           tabulation:  Freq.   Numeric  Label
                        9543         1  none
                        4914         2  1
                        1774         3  2
                         763         4  3
                         647         5  4 or more
                       12622         .

-------------------------------------------------------------------------------------------------
h10                  on how many of the past 7 days did you: exercise or participate in physical acti
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h10

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  11717/30263

           tabulation:  Freq.   Numeric  Label
                        1856         1  0 days
                        1220         2  1 day
                        1553         3  2 days
                        1910         4  3 days
                        1900         5  4 days
                        2934         6  5 days
                        1757         7  6 days
                        5416         8  7 days
                       11717         .
```

```
-------------------------------------------------------------------------------------------------
h11                  on how many of the past 7 days did you: do physical activity for at least 30 min
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h11

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  19513/30263

           tabulation:  Freq.   Numeric  Label
                        2210         1  0 days
                        1463         2  1 day
                        1418         3  2 days
                        1168         4  3 days
                         842         5  4 days
                         998         6  5 days
                         459         7  6 days
                        2192         8  7 days
                       19513         .

-------------------------------------------------------------------------------------------------
h12                  on how many of the past 7 days did you: do exercises to strengthen or tone your
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h12

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  19508/30263

           tabulation:  Freq.   Numeric  Label
                        2307         1  0 days
                        1065         2  1 day
                        1141         3  2 days
                        1237         4  3 days
                        1005         5  4 days
                        1787         6  5 days
                         463         7  6 days
                        1750         8  7 days
                       19508         .

-------------------------------------------------------------------------------------------------
h13                               on an average school day, how many hours do you watch tv?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h13

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  19514/30263

           tabulation:  Freq.   Numeric  Label
                        1186         1  i do not watch tv on an average
                                        school day
                        2053         2  less than 1 hour per day
                        1950         3  1 hour per day
                        2462         4  2 hours per day
                        1620         5  3 hours per day
                         722         6  4 hours per day
                         756         7  5 or more hours per day
                       19514         .
```

```
-------------------------------------------------------------------------------------------------
h14                 on an average school day, how many hours do you play video games or use a comput
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h14

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  19564/30263

           tabulation:  Freq.   Numeric  Label
                         3503         1  i do not [do so] on an average
                                         school day
                         2661         2  less than 1 hour per day
                         1624         3  1 hour per day
                         1336         4  2 hours per day
                          758         5  3 hours per day
                          342         6  4 hours per day
                          475         7  5 or more hours per day
                        19564         .

-------------------------------------------------------------------------------------------------
h15                 on an average school day, how many hours do you watch tv, play video games, or u
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h15

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  22509/30263

           tabulation:  Freq.   Numeric  Label
                          770         1  i do not do these activities on
                                         an average school day
                         1616         2  less than 1 hour per day
                         1409         3  1 hour per day
                         1694         4  2 hours per day
                         1131         5  3 hours per day
                          461         6  4 hours per day
                          673         7  5 or more hours per day
                        22509         .

-------------------------------------------------------------------------------------------------
h16                 in an average week when you are in school, on how many days do you go to physica
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h16

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  19641/30263

           tabulation:  Freq.   Numeric  Label
                         4786         1  0 days
                          179         2  1 day
                          248         3  2 days
                          683         4  3 days
                          690         5  4 days
                         4036         6  5 days
                        19641         .

-------------------------------------------------------------------------------------------------
h17                 during an average pe class, how many minutes do you spend actually exercising or
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h17

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  19667/30263

           tabulation:  Freq.   Numeric  Label
                         4403         1  i do not take pe
                          217         2  less than 10 minutes
                          512         3  10-20 minutes
                         1193         4  21-30 minutes
                         1925         5  31-40 minutes
                         2346         6  more than 40 minutes
                        19667         .

-------------------------------------------------------------------------------------------------
h18                 do you have any physical disabilities or long-term health problems lasting or ex
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h18

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19648/30263

           tabulation:  Freq.   Numeric  Label
                         1185         1  yes
                         7993         2  no
                         1437         3  not sure
                        19648         .

-------------------------------------------------------------------------------------------------
h19                 do you have any long-term emotional problems or learning disabilities lasting or
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h19

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19667/30263

           tabulation:  Freq.   Numeric  Label
                          989         1  yes
                         8585         2  no
                         1022         3  not sure
                        19667         .

-------------------------------------------------------------------------------------------------
h20                 would other people consider you to have a disability or long-term health problem
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h20

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19690/30263

           tabulation:  Freq.   Numeric  Label
                          937         1  yes
                         8280         2  no
                         1356         3  not sure
                        19690         .
```

```
-------------------------------------------------------------------------------------------------
h21                 are you limited in any activities because of a disability or long-term health pr
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h21

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19707/30263

           tabulation:  Freq.   Numeric  Label
                          798         1  yes
                         9149         2  no
                          609         3  not sure
                        19707         .

-------------------------------------------------------------------------------------------------
h22                 have you ever been told by a doctor or other health professional that you had as
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h22

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  11901/30263

           tabulation:  Freq.   Numeric  Label
                         3035         1  yes
                        14038         2  no
                         1289         3  not sure
                        11901         .

-------------------------------------------------------------------------------------------------
h23                 during the past 12 months, have you had an asthma attack or taken asthma medicat
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h23

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11983/30263

           tabulation:  Freq.   Numeric  Label
                        10151         1  never had asthma
                         2927         2  yes
                         4499         3  no
                          703         4  not sure
                        11983         .

-------------------------------------------------------------------------------------------------
h24                 when was the last time you saw a doctor or health care provider for a check-up o
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h24

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19757/30263

           tabulation:  Freq.   Numeric  Label
                         6415         1  during the past 12 months
                         1492         2  between 12 and 24 months ago
                          726         3  more than 24 months ago
                          553         4  never
                         1320         5  not sure
                        19757         .

-------------------------------------------------------------------------------------------------
h25                 when was the last time you saw a dentist for a check-up, exam, teeth cleaning, o
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h25

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19769/30263

           tabulation:  Freq.   Numeric  Label
                         7678         1  during the past 12 months
                         1191         2  between 12 and 24 months ago
                          648         3  more than 24 months ago
                          237         4  never
                          740         5  not sure
                        19769         .

-------------------------------------------------------------------------------------------------
h27                 when you rode a bicycle during the past 12 months, how often did you wear a helm
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h27

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  19181/30263

           tabulation:  Freq.   Numeric  Label
                         2863         1  i did not ride a bicycle in the
                                           past 12 months
                         4208         2  never wore a helmet
                         1007         3  rarely wore a helmet
                          755         4  sometimes wore a helmet
                          950         5  most of the time wore a helmet
                         1299         6  always wore a helmet
                        19181         .

-------------------------------------------------------------------------------------------------
h28                               when you ride a bicycle, how often do you wear a helmet?(primary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h28

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  22440/30263

           tabulation:  Freq.   Numeric  Label
                          670         1  i do not ride a bicycle
                         1247         2  never wear a helmet
                         1004         3  rarely wear a helmet
                         1082         4  sometimes wear a helmet
                         1535         5  most of the time wear a helmet
                         2285         6  always wear a helmet
                        22440         .
```

```
h29                 when you rollerblade or ride a skateboard, how often do you wear a helmet?(prima
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h29

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  22439/30263

           tabulation:  Freq.   Numeric  Label
                         2616         1  i do not rollerblade or ride a
                                         skateboard
                         1337         2  never wear a helmet
                          716         3  rarely wear a helmet
                          652         4  sometimes wear a helmet
                          861         5  most of the time wear a helmet
                         1642         6  always wear a helmet
                        22439         .

-------------------------------------------------------------------------------------------------
h30                 how often do you wear a life vest when you're in a small boat like a canoe, raft
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h30

                range:  [1,6]                        units:  1
        unique values:  6                    missing .:  19179/30263

           tabulation:  Freq.   Numeric  Label
                         2175         1  never go boating
                         1544         2  never
                         1352         3  less than half the time
                         1084         4  about half the time
                         1560         5  more than half the time
                         3369         6  always
                        19179         .

-------------------------------------------------------------------------------------------------
h31                 how often do you wear a seat belt when riding in a car (driven by someone else)?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h31

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  11338/30263

           tabulation:  Freq.   Numeric  Label
                          198         1  never
                          268         2  rarely
                          658         3  sometimes
                         3084         4  most of the time
                        14717         5  always
                        11338         .

-------------------------------------------------------------------------------------------------
h32                 during the past 30 days, how many times did you ride in a car or other vehicle d
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h32

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19203/30263

           tabulation:  Freq.   Numeric  Label
                         8624         1  0 times
                         1001         2  1 time
                          782         3  2-3 times
                          197         4  4-5 times
                          456         5  6 or more times
                        19203         .

-------------------------------------------------------------------------------------------------
h33                 have you ever ridden in a car driven by someone who had been drinking alcohol?(p
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h33

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  23292/30263

           tabulation:  Freq.   Numeric  Label
                         1575         1  yes
                         4039         2  no
                         1357         3  not sure
                        23292         .

-------------------------------------------------------------------------------------------------
h34                 during the past 30 days, how many times did you drive a car or other vehicle whe
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h34

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19280/30263

           tabulation:  Freq.   Numeric  Label
                        10137         1  0 times
                          444         2  1 time
                          218         3  2-3 times
                           50         4  4-5 times
                          134         5  6 or more times
                        19280         .

-------------------------------------------------------------------------------------------------
h35                 in the past 30 days, when you bicycled or walked in your neighborhood or to scho
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h35

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  12475/30263

           tabulation:  Freq.   Numeric  Label
                        12869         1  yes
                         1150         2  no
                         3769         3  i did not walk or ride a bike
                        12475         .

-------------------------------------------------------------------------------------------------
h36                 in the past 30 days, when you bicycled or walked in your neighborhood or to scho
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h36

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  12507/30263

           tabulation:  Freq.   Numeric  Label
                         9454         1  yes
                         3805         2  sometimes yes and sometimes no
                          580         3  no
                         1078         4  i did not cross any streets
                         2839         5  i did not walk or ride a bike
                        12507         .
```

h37 in the past 30 days, when you bicycled or walked in your neighborhood or to scho

type: numeric (byte)
label: h37

range: [1,5] units: 1
unique values: 5 missing .: 12558/30263

tabulation:

Freq.	Numeric	Label
1784	1	yes, dogs.
1312	2	yes, people.
1262	3	yes, both dogs and people
10191	4	no
3156	5	i did not walk or ride a bike
12558	.	

h38 during the past 30 days, on how many days did you carry a weapon such as a gun,

type: numeric (byte)
label: h38

range: [1,5] units: 1
unique values: 5 missing .: 8097/30263

tabulation:

Freq.	Numeric	Label
20077	1	0 days
670	2	1 day
500	3	2-3 days
160	4	4-5 days
759	5	6 or more days
8097	.	

h39 during the past 30 days, on how many days did you carry a weapon such as a gun,

type: numeric (byte)
label: h39

range: [1,5] units: 1
unique values: 5 missing .: 8143/30263

tabulation:

Freq.	Numeric	Label
20674	1	0 days
513	2	1 day
293	3	2-3 days
119	4	4-5 days
521	5	6 or more days
8143	.	

h40 during the past 30 days, did you carry a weapon such as a gun, knife, or club on

type: numeric (byte)
label: h40

range: [1,2] units: 1
unique values: 2 missing .: 22812/30263

tabulation:

Freq.	Numeric	Label
201	1	yes
7250	2	no
22812	.	

h41 during the past 12 months, how many times were you in a physical fight?

type: numeric (byte)
label: h41

range: [1,5] units: 1
unique values: 5 missing .: 773/30263

tabulation:

Freq.	Numeric	Label
20746	1	0 times
4144	2	1 time
2582	3	2-3 times
735	4	4-5 times
1283	5	6 or more times
773	.	

h42 during the past 12 months, have you been a member of a gang?(secondary)

type: numeric (byte)
label: h42

range: [1,2] units: 1
unique values: 2 missing .: 19817/30263

tabulation:

Freq.	Numeric	Label
9747	1	no
699	2	yes
19817	.	

h43 during the past 30 days, on how many days did you carry a gun? (do not include c

type: numeric (byte)
label: h43

range: [1,5] units: 1
unique values: 5 missing .: 19192/30263

tabulation:

Freq.	Numeric	Label
10733	1	0 days
157	2	1 day
72	3	2-3 days
27	4	4-5 days
82	5	6 or more days
19192	.	

h46 during the past 12 months, how many times were you in a physical fight on school

type: numeric (byte)
label: h46

range: [1,5] units: 1
unique values: 5 missing .: 19215/30263

tabulation:

Freq.	Numeric	Label
9747	1	0 times
834	2	1 time
332	3	2-3 times
51	4	4-5 times
84	5	6 or more times
19215	.	

```
-------------------------------------------------------------------------------------------------
h47                   i try to work out conflicts or disagreements by talking about them.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h47

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19250/30263

           tabulation:  Freq.   Numeric  Label
                         3266         1  almost always
                         2397         2  often
                         2657         3  sometimes
                         1303         4  seldom
                         1390         5  never
                        19250         .

-------------------------------------------------------------------------------------------------
h48                             do you try to work out your problems by talking about them?(primary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h48

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  23031/30263

           tabulation:  Freq.   Numeric  Label
                         1881         1  no, never
                         2386         2  yes, some of the time
                         1723         3  yes, most of the time
                         1242         4  yes, all of the time
                        23031         .

-------------------------------------------------------------------------------------------------
h49                 during the past 12 months, did your boyfriend or girlfriend ever limit your acti
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h49

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  23103/30263

           tabulation:  Freq.   Numeric  Label
                         6592         1  no
                          568         2  yes
                        23103         .

-------------------------------------------------------------------------------------------------
h50                 during the past 12 months, did your boyfriend or girlfriend ever hit, slap, or p
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h50

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  23141/30263

           tabulation:  Freq.   Numeric  Label
                         6627         1  no
                          495         2  yes
                        23141         .

-------------------------------------------------------------------------------------------------
h53                 during the past l2 months, did you ever feel so sad or hopeless almost every day
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h53

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  9242/30263

           tabulation:  Freq.   Numeric  Label
                         6568         1  yes
                        14453         2  no
                         9242         .

-------------------------------------------------------------------------------------------------
h54                 during the past 12 months, did you ever seriously consider attempting suicide?(s
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h54

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19208/30263

           tabulation:  Freq.   Numeric  Label
                         1673         1  yes
                         9382         2  no
                        19208         .

-------------------------------------------------------------------------------------------------
h55                 during the past 12 months, did you make a plan about how you would attempt suici
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h55

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19222/30263

           tabulation:  Freq.   Numeric  Label
                         1329         1  yes
                         9712         2  no
                        19222         .

-------------------------------------------------------------------------------------------------
h56                 during the past 12 months, how many times did you actually attempt suicide?(seco
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h56

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19216/30263

           tabulation:  Freq.   Numeric  Label
                        10158         1  0 times
                          468         2  1 time
                          239         3  2-3 times
                           58         4  4-5 times
                          124         5  6 or more times
                        19216         .
```

```
h57                 if you attempted suicide during the past 12 months, did any attempt result in an
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h57

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  19322/30263

           tabulation:  Freq.   Numeric  Label
                         9187         1  i did not attempt suicide during
                                         the past 12 months
                          326         2  yes
                         1428         3  no
                        19322         .

-------------------------------------------------------------------------------------------------------
h58                                 have you ever seriously thought about killing yourself?(primary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h58

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  22975/30263

           tabulation:  Freq.   Numeric  Label
                         1337         1  yes
                         5951         2  no
                        22975         .

-------------------------------------------------------------------------------------------------------
h59                                                  have you ever tried to kill yourself?(primary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h59

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  22972/30263

           tabulation:  Freq.   Numeric  Label
                          400         1  yes
                         6891         2  no
                        22972         .

-------------------------------------------------------------------------------------------------------
h60                   when you feel sad or hopeless, are there people that you can turn to for help?
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h60

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11955/30263

           tabulation:  Freq.   Numeric  Label
                         3248         1  i never feel sad or hopeless
                        11417         2  yes
                         1420         3  no
                         2223         4  not sure
                        11955         .

-------------------------------------------------------------------------------------------------------
h61                 how likely would you be to seek help if you were feeling depressed or suicidal?(
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h61

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19823/30263

           tabulation:  Freq.   Numeric  Label
                         4537         1  i never feel depressed or
                                         suicidal
                         1788         2  very likely
                         1638         3  somewhat likely
                         1011         4  somewhat unlikely
                         1466         5  very unlikely
                        19823         .

-------------------------------------------------------------------------------------------------------
h62                 how likely would you be to seek help for a friend who you thought might be depre
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h62

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19905/30263

           tabulation:  Freq.   Numeric  Label
                         5977         1  very likely
                         2474         2  somewhat likely
                          780         3  somewhat unlikely
                         1127         4  very unlikely
                        19905         .

-------------------------------------------------------------------------------------------------------
h64                 during the past 30 days, did you excercise to lose weight or to keep from gainin
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h64

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19388/30263

           tabulation:  Freq.   Numeric  Label
                         6448         1  yes
                         4427         2  no
                        19388         .

-------------------------------------------------------------------------------------------------------
h65                 during the past 30 days, did you eat less food, fewer calories, or foods low in
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h65

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19390/30263

           tabulation:  Freq.   Numeric  Label
                         4471         1  yes
                         6402         2  no
                        19390         .
```

```
-------------------------------------------------------------------------------------------------
h66                 during the past 30 days, did you go without eating for 24 hours or more (also ca
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h66

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19378/30263

           tabulation:  Freq.   Numeric  Label
                         1253         1  yes
                         9632         2  no
                        19378         .

-------------------------------------------------------------------------------------------------
h67                 during the past 30 days, did you take any diet pills, powders, or liquids withou
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h67

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19387/30263

           tabulation:  Freq.   Numeric  Label
                          670         1  yes
                        10206         2  no
                        19387         .

-------------------------------------------------------------------------------------------------
h68                 during the past 30 days, did you vomit or take laxatives to lose weight or to ke
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h68

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19415/30263

           tabulation:  Freq.   Numeric  Label
                          577         1  yes
                        10271         2  no
                        19415         .

-------------------------------------------------------------------------------------------------
h69                           during the past 12 months, have you had an asthma attack?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h69

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  23196/30263

           tabulation:  Freq.   Numeric  Label
                          829         1  yes
                         5991         2  no
                          247         3  i don't know
                        23196         .
```

```
-------------------------------------------------------------------------------------------------
h70                 during the past 12 months, how many times did you visit an emergency room or urg
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h70

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  23226/30263

           tabulation:  Freq.   Numeric  Label
                         5074         1  i do not have asthma
                         1637         2  none
                          189         3  1 to 3 times
                           43         4  4 to 9 times
                           20         5  10 to 12 times
                           14         6  more than 12 times
                           60         7  i don't know
                        23226         .

-------------------------------------------------------------------------------------------------
h71                 during the past 12 months, how many times did you see a doctor, nurse or other h
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h71

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  23240/30263

           tabulation:  Freq.   Numeric  Label
                         5148         1  i do not have asthma
                         1233         2  none
                          439         3  1 to 3 times
                           75         4  4 to 9 times
                           25         5  10 to 12 times
                           25         6  more than 12 times
                           78         7  i don't know
                        23240         .

-------------------------------------------------------------------------------------------------
h72                 during the past 12 months, how many days did you stay out of school or stay away
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h72

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  23283/30263

           tabulation:  Freq.   Numeric  Label
                         5199         1  i do not have asthma
                         1391         2  none
                          172         3  1 to 2 days
                           81         4  3 to 4 days
                           43         5  5 to 10 days
                           31         6  more than 10 days
                           63         7  i don't know
                        23283         .
```

```
-------------------------------------------------------------------------------------------------
h73                 during the past 30 days, how often did you have any symptoms of asthma?(secondar
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  h73

               range:  [1,7]                        units:  1
        unique values:  7                       missing .:  23331/30263

           tabulation:  Freq.   Numeric  Label
                         4896         1  not at any time
                          760         2  less than once a week
                          394         3  once or twice a week
                          273         4  more than 2 times a week, but
                                           not every day
                          155         5  every day, but not all of the
                                           time
                           61         6  every day, all the time
                          393         7  i don't know
                        23331         .

-------------------------------------------------------------------------------------------------
h74                 during the past 30 days, how many days did symptoms of asthma make it difficult
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  h74

               range:  [1,6]                        units:  1
        unique values:  6                       missing .:  23320/30263

           tabulation:  Freq.   Numeric  Label
                         6099         1  none
                          415         2  1 to 2 days
                          129         3  3 to 4 days
                           73         4  5 to 10 days
                           68         5  more than 10 days
                          159         6  i don't know
                        23320         .

-------------------------------------------------------------------------------------------------
h75                 has a doctor or other health professional ever given you an asthma plan?(seconda
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  h75

               range:  [1,4]                        units:  1
        unique values:  4                       missing .:  23318/30263

           tabulation:  Freq.   Numeric  Label
                         5351         1  i do not have asthma
                          402         2  yes
                          800         3  no
                          392         4  i don't know
                        23318         .

-------------------------------------------------------------------------------------------------
h76                 during the past 12 months have you taken the preventitive kind of asthma medicin
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  h76

               range:  [1,4]                        units:  1
        unique values:  4                       missing .:  23344/30263

           tabulation:  Freq.   Numeric  Label
                         5377         1  i do not have asthma
                          590         2  yes
                          768         3  no
                          184         4  i don't know
                        23344         .

-------------------------------------------------------------------------------------------------
h77                 have you ever been told by a doctor or other health profession that you have dia
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  h77

               range:  [1,3]                        units:  1
        unique values:  3                       missing .:  23282/30263

           tabulation:  Freq.   Numeric  Label
                         6543         1  no
                          271         2  yes
                          167         3  i don't know
                        23282         .

-------------------------------------------------------------------------------------------------
h78                                 are you now taking any medications for your diabetes?(secondary)
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  h78

               range:  [1,6]                        units:  1
        unique values:  6                       missing .:  23277/30263

           tabulation:  Freq.   Numeric  Label
                         6485         1  i do not have diabetes
                           77         2  yes, i'm taking insulin
                           49         3  yes, i'm taking diabetes pills
                           41         4  yes, i'm taking both insulin and
                                           pills
                          244         5  no
                           90         6  i don't know
                        23277         .

-------------------------------------------------------------------------------------------------
l01                                 there are adults in my life who really care about me.(secondary)
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  l01

               range:  [1,11]                       units:  1
        unique values:  11                      missing .:  20067/30263

            examples:  11    10 completely true
                       .
                       .
                       .

-------------------------------------------------------------------------------------------------
l02                               i feel i am getting along with my parents or guardians.(secondary)
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  l02

               range:  [1,11]                       units:  1
        unique values:  11                      missing .:  20083/30263

            examples:  10    9
                       .
                       .
                       .
```

```
-------------------------------------------------------------------------------------------------
l03                                                          i look forward to the future.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  l03

                range:  [1,11]                       units:  1
        unique values:  11                       missing .:  20128/30263

             examples:  11    10 completely true
                        .
                        .
                        .

-------------------------------------------------------------------------------------------------
l04                                                        i feel good about myself.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  l04

                range:  [1,11]                       units:  1
        unique values:  11                       missing .:  20169/30263

             examples:  10    9
                        .
                        .
                        .

-------------------------------------------------------------------------------------------------
l05                                          i am satisfied with the way my life is now.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  l05

                range:  [1,11]                       units:  1
        unique values:  11                       missing .:  20199/30263

             examples:  10    9
                        .
                        .
                        .

-------------------------------------------------------------------------------------------------
l06                                                          i feel alone in my life.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  l06

                range:  [1,11]                       units:  1
        unique values:  11                       missing .:  20257/30263

             examples:  3     2
                        .
                        .
                        .

-------------------------------------------------------------------------------------------------
l07                                          compared with others my age, my life is (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  l07

                range:  [1,11]                       units:  1
        unique values:  11                       missing .:  20296/30263

             examples:  9     8
                        .
                        .
                        .

-------------------------------------------------------------------------------------------------
l12                                          do you have goals and plans for the future?(primary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  l12

                range:  [1,2]                        units:  1
        unique values:  2                        missing .:  22546/30263

           tabulation:  Freq.   Numeric  Label
                          992         1  no
                         6725         2  yes
                        22546         .

-------------------------------------------------------------------------------------------------
m04                  how wrong would most adults in your neighborhood think it was for kids your age
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  m04

                range:  [1,4]                        units:  1
        unique values:  4                        missing .:  11545/30263

           tabulation:  Freq.   Numeric  Label
                        13519         1  very wrong
                         3635         2  wrong
                         1103         3  a little bit wrong
                          461         4  not wrong at all
                        11545         .

-------------------------------------------------------------------------------------------------
m05                  how wrong would most adults in your neighborhood think it was for kids your age
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  m05

                range:  [1,4]                        units:  1
        unique values:  4                        missing .:  11530/30263

           tabulation:  Freq.   Numeric  Label
                        10471         1  very wrong
                         5262         2  wrong
                         2324         3  a little bit wrong
                          676         4  not wrong at all
                        11530         .

-------------------------------------------------------------------------------------------------
m06                  how wrong would most adults in your neighborhood think it was for kids your age
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  m06

                range:  [1,4]                        units:  1
        unique values:  4                        missing .:  11542/30263

           tabulation:  Freq.   Numeric  Label
                        11159         1  very wrong
                         4643         2  wrong
                         2039         3  a little bit wrong
                          880         4  not wrong at all
                        11542         .
```

```
-------------------------------------------------------------------------------------------------
m07                 if a kid drank some beer, wine, or hard liquor (for example: vodka, whiskey, or
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m07

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  11772/30263

            tabulation:  Freq.   Numeric  Label
                          3569         1  no!
                          7996         2  no
                          4186         3  yes
                          2740         4  yes!
                         11772         .

-------------------------------------------------------------------------------------------------
m08                 if a kid carried a handgun in your neighborhood would he or she be caught by the
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m08

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  11794/30263

            tabulation:  Freq.   Numeric  Label
                          2025         1  no!
                          4798         2  no
                          5612         3  yes
                          6034         4  yes!
                         11794         .

-------------------------------------------------------------------------------------------------
m09                 if a kid smoked marijuana in your neighborhood would he or she be caught by the
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m09

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  11838/30263

            tabulation:  Freq.   Numeric  Label
                          2885         1  no!
                          6380         2  no
                          4959         3  yes
                          4201         4  yes!
                         11838         .

-------------------------------------------------------------------------------------------------
m10                 if you wanted to get some beer, wine, or hard liquor (for example: vodka, whiske
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m10

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  11838/30263

            tabulation:  Freq.   Numeric  Label
                          7554         1  very hard
                          3615         2  sort of hard
                          3493         3  sort of easy
                          3763         4  very easy
                         11838         .

-------------------------------------------------------------------------------------------------
m11                 if you wanted to get some cigarettes, how easy would it be for you to get some?
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m11

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  11887/30263

            tabulation:  Freq.   Numeric  Label
                          8366         1  very hard
                          3053         2  sort of hard
                          2589         3  sort of easy
                          4368         4  very easy
                         11887         .

-------------------------------------------------------------------------------------------------
m12                 if you wanted to get some marijuana, how easy would it be for you to get some?
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m12

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  11943/30263

            tabulation:  Freq.   Numeric  Label
                         10768         1  very hard
                          2464         2  sort of hard
                          2411         3  sort of easy
                          2677         4  very easy
                         11943         .

-------------------------------------------------------------------------------------------------
m13                 if you wanted to get a drug like cocaine, lsd, or amphetamines, how easy would i
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m13

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  12012/30263

            tabulation:  Freq.   Numeric  Label
                         13083         1  very hard
                          2777         2  sort of hard
                          1558         3  sort of easy
                           833         4  very easy
                         12012         .

-------------------------------------------------------------------------------------------------
m14                 if you wanted to get a handgun, how easy would it be for you to get one?(seconda
-------------------------------------------------------------------------------------------------

                  type:  numeric (byte)
                 label:  m14

                 range:  [1,4]                        units:  1
         unique values:  4                        missing .:  19110/30263

            tabulation:  Freq.   Numeric  Label
                          6248         1  very hard
                          2669         2  sort of hard
                          1197         3  sort of easy
                          1039         4  very easy
                         19110         .
```

```
m15                 there are adults in my neighborhood i could talk to about something important.(s
```

```
                 type:  numeric (byte)
                label:  m15

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19068/30263

           tabulation:  Freq.   Numeric  Label
                         1388         1  no!
                         1901         2  no
                         4215         3  yes
                         3691         4  yes!
                        19068         .
```

```
m16                               my neighbors notice when i am doing a good job and let me know.
```

```
                 type:  numeric (byte)
                label:  m16

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11483/30263

           tabulation:  Freq.   Numeric  Label
                         5767         1  no!
                         6444         2  no
                         4883         3  yes
                         1686         4  yes!
                        11483         .
```

```
m17                             there are people in my neighborhood who encourage me to do my best.
```

```
                 type:  numeric (byte)
                label:  m17

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11468/30263

           tabulation:  Freq.   Numeric  Label
                         4136         1  no!
                         4956         2  no
                         6617         3  yes
                         3086         4  yes!
                        11468         .
```

```
m18                 there are people in my neighborhood who are proud of me when i do something well
```

```
                 type:  numeric (byte)
                label:  m18

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11499/30263

           tabulation:  Freq.   Numeric  Label
                         3928         1  no!
                         4914         2  no
                         7067         3  yes
                         2855         4  yes!
                        11499         .
```

```
m23                                             have you changed homes in the past year?(secondary)
```

```
                 type:  numeric (byte)
                label:  m23

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19012/30263

           tabulation:  Freq.   Numeric  Label
                         8302         1  no
                         2949         2  yes
                        19012         .
```

```
m24                               how many times have you changed homes since kindergarten?(secondary)
```

```
                 type:  numeric (byte)
                label:  m24

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19026/30263

           tabulation:  Freq.   Numeric  Label
                         3222         1  never
                         3631         2  1 or 2 times
                         2252         3  3 or 4 times
                         1061         4  5 or 6 times
                         1071         5  7 or more
                        19026         .
```

```
m25                   have you changed schools (including changing from elementary to middle and middl
```

```
                 type:  numeric (byte)
                label:  m25

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19036/30263

           tabulation:  Freq.   Numeric  Label
                         7734         1  no
                         3493         2  yes
                        19036         .
```

```
m26                   how many times have you changed schools (including changing from elementary to m
```

```
                 type:  numeric (byte)
                label:  m26

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19056/30263

           tabulation:  Freq.   Numeric  Label
                         1371         1  never
                         3728         2  1 or 2 times
                         3768         3  3 or 4 times
                         1544         4  5 or 6 times
                          796         5  7 or more
                        19056         .
```

```
-------------------------------------------------------------------------------------------------
m27                 which of the following activities for people your age are available in your comm
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  m27

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  19077/30263

           tabulation:  Freq.   Numeric  Label
                        10052         1  yes
                         1134         2  no
                        19077         .

-------------------------------------------------------------------------------------------------
m28                 which of the following activities for people your age are available in your comm
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  m28

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  19241/30263

           tabulation:  Freq.   Numeric  Label
                         7227         1  yes
                         3795         2  no
                        19241         .

-------------------------------------------------------------------------------------------------
m29                 which of the following activities for people your age are available in your comm
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  m29

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  19225/30263

           tabulation:  Freq.   Numeric  Label
                         7285         1  yes
                         3753         2  no
                        19225         .

-------------------------------------------------------------------------------------------------
m30                 which of the following activities for people your age are available in your comm
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  m30

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  19664/30263

           tabulation:  Freq.   Numeric  Label
                         5843         1  yes
                         4756         2  no
                        19664         .

-------------------------------------------------------------------------------------------------
m31                 which of the following activities for people your age are available in your comm
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  m31

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  19532/30263

           tabulation:  Freq.   Numeric  Label
                         6761         1  yes
                         3970         2  no
                        19532         .

-------------------------------------------------------------------------------------------------
p01                 how much do you think people risk harming themselves if they:  smoke one or more
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  p01

               range:  [1,5]                        units:  1
        unique values:  5                       missing .:  12017/30263

           tabulation:  Freq.   Numeric  Label
                          822         1  no risk
                          811         2  slight risk
                         2596         3  moderate risk
                        12710         4  great risk
                         1307         5  not sure
                        12017         .

-------------------------------------------------------------------------------------------------
p02                 how much do you think people risk harming themselves if they:  try marijuana onc
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  p02

               range:  [1,5]                        units:  1
        unique values:  5                       missing .:  12115/30263

           tabulation:  Freq.   Numeric  Label
                         2940         1  no risk
                         3905         2  slight risk
                         4339         3  moderate risk
                         5634         4  great risk
                         1330         5  not sure
                        12115         .

-------------------------------------------------------------------------------------------------
p03                 how much do you think people risk harming themselves if they: smoke marijuana re
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  p03

               range:  [1,5]                        units:  1
        unique values:  5                       missing .:  12164/30263

           tabulation:  Freq.   Numeric  Label
                         1301         1  no risk
                         1198         2  slight risk
                         2438         3  moderate risk
                        11945         4  great risk
                         1217         5  not sure
                        12164         .

-------------------------------------------------------------------------------------------------
p04                 how much do you think people risk harming themselves if they: take one or two dr
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  p04

               range:  [1,5]                        units:  1
        unique values:  5                       missing .:  12162/30263

           tabulation:  Freq.   Numeric  Label
                         2455         1  no risk
                         3835         2  slight risk
                         5217         3  moderate risk
                         5414         4  great risk
                         1180         5  not sure
                        12162         .
```

```
-------------------------------------------------------------------------------------------------
p05                what are the chances you would be seen as cool if you : smoked cigarettes?(secon
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p05

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19262/30263

           tabulation:  Freq.   Numeric  Label
                         6401         1  no or very little chance
                         2409         2  little chance
                         1370         3  some chance
                          551         4  pretty good chance
                          270         5  very good chance
                        19262         .

-------------------------------------------------------------------------------------------------
p06                what are the chances you would be seen as cool if you: began drinking alcoholic
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p06

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19295/30263

           tabulation:  Freq.   Numeric  Label
                         4741         1  no or very little chance
                         2418         2  little chance
                         2134         3  some chance
                         1206         4  pretty good chance
                          469         5  very good chance
                        19295         .

-------------------------------------------------------------------------------------------------
p07                what are the chances you would be seen as cool if you: smoked marijuana?(seconda
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p07

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19301/30263

           tabulation:  Freq.   Numeric  Label
                         5575         1  no or very little chance
                         2135         2  little chance
                         1780         3  some chance
                          907         4  pretty good chance
                          565         5  very good chance
                        19301         .

-------------------------------------------------------------------------------------------------
p08                what are the chances you would be seen as cool if you: carried a handgun?(second
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p08

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19299/30263

           tabulation:  Freq.   Numeric  Label
                         8043         1  no or very little chance
                         1475         2  little chance
                          705         3  some chance
                          367         4  pretty good chance
                          374         5  very good chance
                        19299         .

-------------------------------------------------------------------------------------------------
p09                i think it is okay to take something without asking as long as you get away with
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p09

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19246/30263

           tabulation:  Freq.   Numeric  Label
                         5744         1  no!
                         3820         2  no
                          952         3  yes
                          501         4  yes!
                        19246         .

-------------------------------------------------------------------------------------------------
p10                                      i think sometimes it's okay to cheat at school.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p10

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19261/30263

           tabulation:  Freq.   Numeric  Label
                         3731         1  no!
                         3844         2  no
                         2737         3  yes
                          690         4  yes!
                        19261         .

-------------------------------------------------------------------------------------------------
p11                             it is all right to beat up people if they start the fight.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p11

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19268/30263

           tabulation:  Freq.   Numeric  Label
                         2924         1  no!
                         2827         2  no
                         2947         3  yes
                         2297         4  yes!
                        19268         .

-------------------------------------------------------------------------------------------------
p12                it is important to be honest with your parents, even if they become upset or you
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p12

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19270/30263

           tabulation:  Freq.   Numeric  Label
                          869         1  no!
                         1442         2  no
                         4541         3  yes
                         4141         4  yes!
                        19270         .
```

p13 looking at cds in store(secondary)

type: numeric (byte)
label: p13

range: [1,4] units: 1
unique values: 4 missing .: 19321/30263

tabulation:

Freq.	Numeric	Label
2163	1	ignore her
1201	2	grab a cd and leave the store
3919	3	tell her to put the cd back
3659	4	act like it's a joke and ask her to put the cd back
19321	.	

p14 mother tells you not to go out on weeknight(secondary)

type: numeric (byte)
label: p14

range: [1,4] units: 1
unique values: 4 missing .: 19357/30263

tabulation:

Freq.	Numeric	Label
828	1	leave the house anyway
7943	2	explain what you are going to do with your friends
999	3	not say anything and start watching tv
1136	4	get into an argument with her
19357	.	

p15 stranger deliberately bumps into you(secondary)

type: numeric (byte)
label: p15

range: [1,4] units: 1
unique values: 4 missing .: 19395/30263

tabulation:

Freq.	Numeric	Label
1123	1	push the person back
4693	2	say nothing and keep on walking
3417	3	say, 'watch where you're going,' and keep on walking
1635	4	swear at the person and walk away
19395	.	

p16 at party and someone offers you drink(secondary)

type: numeric (byte)
label: p16

range: [1,4] units: 1
unique values: 4 missing .: 19424/30263

tabulation:

Freq.	Numeric	Label
3427	1	drink it
3478	2	tell your friend no and suggest something else
3022	3	just say, 'no, thanks,' and walk away
912	4	make up a good excuse and leave
19424	.	

p17 how old were you the first time you smoked marijuana?(secondary)

type: numeric (byte)
label: p17

range: [1,9] units: 1
unique values: 9 missing .: 8661/30263

tabulation:

Freq.	Numeric	Label
15818	1	never have
568	2	10 or younger
447	3	11
804	4	12
1144	5	13
1109	6	14
953	7	15
475	8	16
284	9	17 or older
8661	.	

p18 have you ever, even once in your lifetime smoked marijuana?(primary)

type: numeric (byte)
label: p18

range: [1,2] units: 1
unique values: 2 missing .: 22827/30263

tabulation:

Freq.	Numeric	Label
220	1	yes
7216	2	no
22827	.	

p19 how old were you the first time you smoked a cigarette, even just a puff?(second

type: numeric (byte)
label: p19

range: [1,9] units: 1
unique values: 9 missing .: 19670/30263

tabulation:

Freq.	Numeric	Label
6963	1	never have
1140	2	10 or younger
442	3	11
496	4	12
513	5	13
407	6	14
303	7	15
168	8	16
161	9	17 or older
19670	.	

```
-------------------------------------------------------------------------------------------------
p20                 how old were you the first time you had more than a sip or two of beer, wine, or
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p20

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  8721/30263

           tabulation:  Freq.   Numeric  Label
                         9315         1  never have
                         2738         2  10 or younger
                         1123         3  11
                         1590         4  12
                         2027         5  13
                         1748         6  14
                         1653         7  15
                          843         8  16
                          505         9  17 or older
                         8721         .

-------------------------------------------------------------------------------------------------
p21                 have you ever, even once in your lifetime had more than a sip or two of beer, wi
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p21

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  22877/30263

           tabulation:  Freq.   Numeric  Label
                         2239         1  yes
                         5147         2  no
                        22877         .

-------------------------------------------------------------------------------------------------
p22                 how old were you the first time you began drinking alcoholic beverages regularly
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p22

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19735/30263

           tabulation:  Freq.   Numeric  Label
                         7807         1  never have
                          143         2  10 or younger
                          138         3  11
                          231         4  12
                          405         5  13
                          483         6  14
                          628         7  15
                          405         8  16
                          288         9  17 or older
                        19735         .
```

```
-------------------------------------------------------------------------------------------------
p23                         how old were you when you first got suspended from school?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p23

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19772/30263

           tabulation:  Freq.   Numeric  Label
                         8129         1  never have
                          637         2  10 or younger
                          290         3  11
                          407         4  12
                          463         5  13
                          273         6  14
                          156         7  15
                           81         8  16
                           55         9  17 or older
                        19772         .

-------------------------------------------------------------------------------------------------
p24                                     how old were you when you first got arrested?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p24

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19778/30263

           tabulation:  Freq.   Numeric  Label
                         9399         1  never have
                          140         2  10 or younger
                          119         3  11
                          150         4  12
                          226         5  13
                          152         6  14
                          135         7  15
                           92         8  16
                           72         9  17 or older
                        19778         .

-------------------------------------------------------------------------------------------------
p25                                  how old were you when you first: carried a handgun?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p25

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19805/30263

           tabulation:  Freq.   Numeric  Label
                         9480         1  never have
                          260         2  10 or younger
                          131         3  11
                          146         4  12
                          162         5  13
                          117         6  14
                           93         7  15
                           35         8  16
                           34         9  17 or older
                        19805         .
```

```
-------------------------------------------------------------------------------------------------
p26                 how old were you when you first: attacked someone with the idea of seriously hur
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p26

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19825/30263

           tabulation:  Freq.   Numeric  Label
                         8593         1  never have
                          505         2  10 or younger
                          206         3  11
                          285         4  12
                          353         5  13
                          202         6  14
                          164         7  15
                           81         8  16
                           49         9  17 or older
                        19825         .

-------------------------------------------------------------------------------------------------
p27                 how wrong do you think it is for someone your age to: take a handgun to school?(
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p27

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19884/30263

           tabulation:  Freq.   Numeric  Label
                         8805         1  very wrong
                         1124         2  wrong
                          304         3  a little bit wrong
                          146         4  not wrong at all
                        19884         .

-------------------------------------------------------------------------------------------------
p28                 how wrong do you think it is for someone your age to: steal anything worth more
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p28

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19915/30263

           tabulation:  Freq.   Numeric  Label
                         5874         1  very wrong
                         2828         2  wrong
                         1224         3  a little bit wrong
                          422         4  not wrong at all
                        19915         .

-------------------------------------------------------------------------------------------------
p29                 how wrong do you think it is for someone your age to: steal anything worth less
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p29

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19946/30263

           tabulation:  Freq.   Numeric  Label
                         4537         1  very wrong
                         2962         2  wrong
                         2046         3  a little bit wrong
                          772         4  not wrong at all
                        19946         .

-------------------------------------------------------------------------------------------------
p30                 how wrong do you think it is for someone your age to: pick a fight with someone?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p30

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19982/30263

           tabulation:  Freq.   Numeric  Label
                         3978         1  very wrong
                         3506         2  wrong
                         2066         3  a little bit wrong
                          731         4  not wrong at all
                        19982         .

-------------------------------------------------------------------------------------------------
p31                 how wrong do you think it is for someone your age to: attack someone with the id
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p31

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19976/30263

           tabulation:  Freq.   Numeric  Label
                         6634         1  very wrong
                         2334         2  wrong
                          962         3  a little bit wrong
                          357         4  not wrong at all
                        19976         .

-------------------------------------------------------------------------------------------------
p32                 how wrong do you think it is for someone your age to: stay away from school all
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p32

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  20004/30263

           tabulation:  Freq.   Numeric  Label
                         4710         1  very wrong
                         3080         2  wrong
                         1828         3  a little bit wrong
                          641         4  not wrong at all
                        20004         .

-------------------------------------------------------------------------------------------------
p33                 how wrong do you think it is for someone your age to: drink beer, wine, or hard
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p33

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  12926/30263

           tabulation:  Freq.   Numeric  Label
                        10471         1  very wrong
                         3233         2  wrong
                         2376         3  a little bit wrong
                         1257         4  not wrong at all
                        12926         .
```

---

p34 how wrong do you think it is for someone your age to: smoke cigarettes?

---

type: numeric (byte)
label: p34

range: [1,4] units: 1
unique values: 4 missing .: 3373/30263

tabulation:

Freq.	Numeric	Label
17543	1	very wrong
5148	2	wrong
2598	3	a little bit wrong
1601	4	not wrong at all
3373	.	

---

p35 how wrong do you think it is for someone your age to: smoke marijuana?

---

type: numeric (byte)
label: p35

range: [1,4] units: 1
unique values: 4 missing .: 13032/30263

tabulation:

Freq.	Numeric	Label
12624	1	very wrong
2252	2	wrong
1389	3	a little bit wrong
966	4	not wrong at all
13032	.	

---

p36 how wrong do you think it is for someone your age to: use lsd, cocaine, amphetam

---

type: numeric (byte)
label: p36

range: [1,4] units: 1
unique values: 4 missing .: 13048/30263

tabulation:

Freq.	Numeric	Label
14986	1	very wrong
1432	2	wrong
469	3	a little bit wrong
328	4	not wrong at all
13048	.	

---

p37 in the past year (12 months), how many of your best friends have: smoked cigaret

---

type: numeric (byte)
label: p37

range: [1,5] units: 1
unique values: 5 missing .: 20276/30263

tabulation:

Freq.	Numeric	Label
6238	1	none
1473	2	1
942	3	2
532	4	3
802	5	4
20276	.	

---

p38 in the past year (12 months), how many of your best friends have: tried beer, wi

---

type: numeric (byte)
label: p38

range: [1,5] units: 1
unique values: 5 missing .: 20307/30263

tabulation:

Freq.	Numeric	Label
4394	1	none
1522	2	1
1171	3	2
928	4	3
1941	5	4
20307	.	

---

p39 in the past year (12 months), how many of your best friends have: used marijuana

---

type: numeric (byte)
label: p39

range: [1,5] units: 1
unique values: 5 missing .: 20313/30263

tabulation:

Freq.	Numeric	Label
6235	1	none
1381	2	1
882	3	2
538	4	3
914	5	4
20313	.	

---

p40 in the past year (12 months), how many of your best friends have: used lsd, coc

---

type: numeric (byte)
label: p40

range: [1,5] units: 1
unique values: 5 missing .: 20321/30263

tabulation:

Freq.	Numeric	Label
8781	1	none
616	2	1
265	3	2
102	4	3
178	5	4
20321	.	

---

p41 when i am an adult i will smoke cigarettes.(secondary)

---

type: numeric (byte)
label: p41

range: [1,4] units: 1
unique values: 4 missing .: 20284/30263

tabulation:

Freq.	Numeric	Label
7491	1	no!
1758	2	no
495	3	yes
235	4	yes!
20284	.	

```
p42                                when i am an adult i will drink beer, wine, or liquor.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p42

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  20312/30263

           tabulation:  Freq.   Numeric  Label
                         2538         1  no!
                         1999         2  no
                         3944         3  yes
                         1470         4  yes!
                        20312         .

-------------------------------------------------------------------------------------------------
p43                                          when i am an adult i will smoke marijuana.(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p43

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  20307/30263

           tabulation:  Freq.   Numeric  Label
                         7452         1  no!
                         1516         2  no
                          599         3  yes
                          389         4  yes!
                        20307         .

-------------------------------------------------------------------------------------------------
p44                                    how old were you the first time you used inhalants?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p44

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19755/30263

           tabulation:  Freq.   Numeric  Label
                         9850         1  never have
                          109         2  10 or younger
                           70         3  11
                           96         4  12
                          131         5  13
                           88         6  14
                           90         7  15
                           43         8  16
                           31         9  17 or older
                        19755         .
```

```
p45                                    how old were you the first time you used heroin?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p45

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19746/30263

           tabulation:  Freq.   Numeric  Label
                        10205         1  never have
                           61         2  10 or younger
                           43         3  11
                           43         4  12
                           59         5  13
                           28         6  14
                           31         7  15
                           21         8  16
                           26         9  17 or older
                        19746         .

-------------------------------------------------------------------------------------------------
p46                    how old were you the first time you used methamphetamines? do not include other
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p46

                range:  [1,9]                        units:  1
        unique values:  9                    missing .:  19747/30263

           tabulation:  Freq.   Numeric  Label
                        10012         1  never have
                           67         2  10 or younger
                           57         3  11
                           54         4  12
                           92         5  13
                           77         6  14
                           73         7  15
                           39         8  16
                           45         9  17 or older
                        19747         .

-------------------------------------------------------------------------------------------------
p47                    think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p47

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19362/30263

           tabulation:  Freq.   Numeric  Label
                         7680         1  none of my friends
                         1800         2  1 of my friends
                          704         3  2 of my friends
                          271         4  3 of my friends
                          446         5  4 of my friends
                        19362         .
```

```
p48                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p48

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19393/30263

           tabulation:  Freq.   Numeric  Label
                         9984         1  none of my friends
                          529         2  1 of my friends
                          178         3  2 of my friends
                           68         4  3 of my friends
                          111         5  4 of my friends
                        19393         .
```

```
p49                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p49

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19413/30263

           tabulation:  Freq.   Numeric  Label
                         8578         1  none of my friends
                         1238         2  1 of my friends
                          514         3  2 of my friends
                          185         4  3 of my friends
                          335         5  4 of my friends
                        19413         .
```

```
p50                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p50

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19415/30263

           tabulation:  Freq.   Numeric  Label
                         9769         1  none of my friends
                          641         2  1 of my friends
                          206         3  2 of my friends
                           86         4  3 of my friends
                          146         5  4 of my friends
                        19415         .
```

```
p51                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p51

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19431/30263

           tabulation:  Freq.   Numeric  Label
                         8736         1  none of my friends
                         1275         2  1 of my friends
                          412         3  2 of my friends
                          158         4  3 of my friends
                          251         5  4 of my friends
                        19431         .
```

```
p52                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p52

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19413/30263

           tabulation:  Freq.   Numeric  Label
                         9596         1  none of my friends
                          809         2  1 of my friends
                          252         3  2 of my friends
                           86         4  3 of my friends
                          107         5  4 of my friends
                        19413         .
```

```
p53                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p53

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  12720/30263

           tabulation:  Freq.   Numeric  Label
                         2911         1  none of my friends
                         2657         2  1 of my friends
                         3091         3  2 of my friends
                         2457         4  3 of my friends
                         6427         5  4 of my friends
                        12720         .
```

```
p54                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p54

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  12878/30263

           tabulation:  Freq.   Numeric  Label
                         3988         1  none of my friends
                         1690         2  1 of my friends
                         1409         3  2 of my friends
                         1417         4  3 of my friends
                         8881         5  4 of my friends
                        12878         .
```

```
p55                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p55

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  12809/30263

           tabulation:  Freq.   Numeric  Label
                         4181         1  none of my friends
                         2383         2  1 of my friends
                         3028         3  2 of my friends
                         2794         4  3 of my friends
                         5068         5  4 of my friends
                        12809         .
```

```
-------------------------------------------------------------------------------------------------
p56                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p56

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  13084/30263

           tabulation:  Freq.   Numeric  Label
                         5020         1  none of my friends
                         4060         2  1 of my friends
                         3293         3  2 of my friends
                         2058         4  3 of my friends
                         2748         5  4 of my friends
                        13084         .

-------------------------------------------------------------------------------------------------
p57                 think about your four best friends (the friends you feel closest too). in the pa
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p57

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  12770/30263

           tabulation:  Freq.   Numeric  Label
                         1177         1  none of my friends
                         1179         2  1 of my friends
                         1804         3  2 of my friends
                         2695         4  3 of my friends
                        10638         5  4 of my friends
                        12770         .

-------------------------------------------------------------------------------------------------
p58                 how many times in the past year (12 months) have you participated in clubs, orga
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p58

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  11435/30263

           tabulation:  Freq.   Numeric  Label
                         3627         1  never
                         4863         2  1 or 2 times
                         3630         3  3 to 5 times
                         1829         4  6 to 9 times
                         1417         5  10 to 19 times
                          855         6  20 to 29 times
                          441         7  30 to 39 times
                         2166         8  40+ times
                        11435         .

-------------------------------------------------------------------------------------------------
p59                 how many times in the past year (12 months) have you done extra work on your own
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p59

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  11480/30263

           tabulation:  Freq.   Numeric  Label
                         4599         1  never
                         5726         2  1 or 2 times
                         3271         3  3 to 5 times
                         1915         4  6 to 9 times
                         1323         5  10 to 19 times
                          713         6  20 to 29 times
                          295         7  30 to 39 times
                          941         8  40+ times
                        11480         .

-------------------------------------------------------------------------------------------------
p60                 how many times in the past year (12 months) have you volunteered to do community
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  p60

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  11518/30263

           tabulation:  Freq.   Numeric  Label
                         8796         1  never
                         4531         2  1 or 2 times
                         2212         3  3 to 5 times
                         1181         4  6 to 9 times
                          846         5  10 to 19 times
                          416         6  20 to 29 times
                          154         7  30 to 39 times
                          609         8  40+ times
                        11518         .

-------------------------------------------------------------------------------------------------
s01                 how often do you feel the schoolwork you are assigned is meaningful and importan
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s01

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  11332/30263

           tabulation:  Freq.   Numeric  Label
                         3882         1  almost always
                         4728         2  often
                         6359         3  sometimes
                         2771         4  seldom
                         1191         5  never
                        11332         .
```

```
s02                                                  how interesting are most of your courses to you?
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s02

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  11523/30263

           tabulation:  Freq.   Numeric  Label
                         1802         1  very interesting and stimulating
                         5513         2  quite interesting
                         6882         3  fairly interesting
                         3150         4  slightly dull
                         1393         5  very dull
                        11523         .

-------------------------------------------------------------------------------------------------------
s03                  how important do you think the things you are learning in school are going to be
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s03

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  11327/30263

           tabulation:  Freq.   Numeric  Label
                         7246         1  very important
                         5155         2  quite important
                         3920         3  fairly important
                         2032         4  slightly important
                          583         5  not at all important
                        11327         .

-------------------------------------------------------------------------------------------------------
s04                  think back over the past year in school. how often did you: enjoy being in schoo
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s04

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  955/30263

           tabulation:  Freq.   Numeric  Label
                         2367         1  never
                         4369         2  seldom
                         9292         3  sometimes
                         7877         4  often
                         5403         5  almost always
                          955         .

-------------------------------------------------------------------------------------------------------
s05                  think back over the past year in school. how often did you: hate being in school
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s05

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  19078/30263

           tabulation:  Freq.   Numeric  Label
                          903         1  never
                         3095         2  seldom
                         4079         3  sometimes
                         1996         4  often
                         1112         5  almost always
                        19078         .
```

```
-------------------------------------------------------------------------------------------------------
s06                  think back over the past year in school. how often did you: try to do your best
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s06

                range:  [1,5]                        units:  1
        unique values:  5                    missing .:  11288/30263

           tabulation:  Freq.   Numeric  Label
                          312         1  never
                          920         2  seldom
                         2464         3  sometimes
                         5102         4  often
                        10177         5  almost always
                        11288         .

-------------------------------------------------------------------------------------------------------
s07                  during the last 4 weeks, how many whole days of school have you missed because y
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s07

                range:  [1,7]                        units:  1
        unique values:  7                    missing .:  19074/30263

           tabulation:  Freq.   Numeric  Label
                         9024         1  none
                          955         2  1
                          426         3  2
                          297         4  3
                          240         5  4-5
                          102         6  6-10
                          145         7  11 or more
                        19074         .

-------------------------------------------------------------------------------------------------------
s08                  in my school, students have lots of chances to help decide things like class act
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s08

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19128/30263

           tabulation:  Freq.   Numeric  Label
                         2369         1  no!
                         3684         2  no
                         4091         3  yes
                          991         4  yes!
                        19128         .

-------------------------------------------------------------------------------------------------------
s09                  there are lots of chances for students in my school to talk with a teacher one-o
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s09

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19120/30263

           tabulation:  Freq.   Numeric  Label
                          608         1  no!
                         1735         2  no
                         6078         3  yes
                         2722         4  yes!
                        19120         .
```

s10 — teachers ask me to work on special classroom projects.(secondary)

```
                type:  numeric (byte)
               label:  s10

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  19161/30263

           tabulation:  Freq.   Numeric  Label
                         2115         1  no!
                         5212         2  no
                         3116         3  yes
                          659         4  yes!
                        19161         .
```

s11 — there are lots of chances for students in my school to get involved in sports, c

```
                type:  numeric (byte)
               label:  s11

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  8860/30263

           tabulation:  Freq.   Numeric  Label
                          756         1  no!/definitely not true
                         1324         2  no/mostly not true
                         7728         3  yes/mostly true
                        11595         4  yes! /definitely true
                         8860         .
```

s12 — i have lots of chances to be part of class discussions or activities.(secondary)

```
                type:  numeric (byte)
               label:  s12

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  19135/30263

           tabulation:  Freq.   Numeric  Label
                          414         1  no!
                         1316         2  no
                         6133         3  yes
                         3265         4  yes!
                        19135         .
```

s13 — my teacher(s) notices when i am doing a good job and lets me know about it.

```
                type:  numeric (byte)
               label:  s13

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  11414/30263

           tabulation:  Freq.   Numeric  Label
                         1160         1  no!
                         3526         2  no
                        10241         3  yes
                         3922         4  yes!
                        11414         .
```

s14 — the school lets my parents know when i have done something well.

```
                type:  numeric (byte)
               label:  s14

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  11465/30263

           tabulation:  Freq.   Numeric  Label
                         4169         1  no!
                         7229         2  no
                         5504         3  yes
                         1896         4  yes!
                        11465         .
```

s15 — i feel safe at my school.

```
                type:  numeric (byte)
               label:  s15

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  366/30263

           tabulation:  Freq.   Numeric  Label
                         1696         1  no!/definitely not true
                         3065         2  no/mostly not true
                        15923         3  yes/mostly true
                         9213         4  yes! /definitely true
                          366         .
```

s16 — my teachers praise me when i work hard in school.

```
                type:  numeric (byte)
               label:  s16

               range:  [1,4]                        units:  1
         unique values:  4                          missing .:  11622/30263

           tabulation:  Freq.   Numeric  Label
                         2694         1  no!
                         6389         2  no
                         7604         3  yes
                         1954         4  yes!
                        11622         .
```

s17 — putting them all together, what were your grades (like) last year?

```
                type:  numeric (byte)
               label:  s17

               range:  [1,5]                        units:  1
         unique values:  5                          missing .:  1494/30263

           tabulation:  Freq.   Numeric  Label
                        10911         1  mostly as
                        10679         2  mostly bs
                         5132         3  mostly cs
                         1322         4  mostly ds
                          725         5  mostly fs
                         1494         .
```

```
-------------------------------------------------------------------------------------------------
s18                    are your school grades better than the grades of most students in your class?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  s18

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  11717/30263

           tabulation:  Freq.   Numeric  Label
                         1462         1  no!
                         5806         2  no
                         8719         3  yes
                         2559         4  yes!
                        11717         .

-------------------------------------------------------------------------------------------------
ht_inchs                                                                        height in inches
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [36,95]                      units:  1
        unique values:  56                   missing .:  19644/30263

                 mean:   66.1007
            std. dev:   4.62982

          percentiles:        10%       25%       50%       75%       90%
                               61        63        66        69        72

-------------------------------------------------------------------------------------------------
wt_lbs                                                                          weight in pounds
-------------------------------------------------------------------------------------------------

                 type:  numeric (int)

                range:  [0,399]                      units:  1
        unique values:  246                  missing .:  20153/30263

                 mean:   140.625
            std. dev:   37.3434

          percentiles:        10%       25%       50%       75%       90%
                              105       116       134       155       185

-------------------------------------------------------------------------------------------------
grade                                                                                     grade
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  grade, but 4 nonmissing values are not labeled

                range:  [6,12]                       units:  1
        unique values:  4                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                         7862         6
                         8466         8
                         8059        10
                         5876        12

-------------------------------------------------------------------------------------------------
esdwt                                                                              esd weight
-------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,6.0326252]                units:  1.000e-07
        unique values:  15                   missing .:  0/30263

                 mean:     2.054
            std. dev:    1.59544

          percentiles:        10%       25%       50%       75%       90%
                                1         1         1   3.36507   4.50254

-------------------------------------------------------------------------------------------------
schgrd                                                                          school-grade
-------------------------------------------------------------------------------------------------

                 type:  numeric (long)

                range:  [162610,458606]              units:  1
        unique values:  252                  missing .:  0/30263

                 mean:    342652
            std. dev:   75771.4

          percentiles:        10%       25%       50%       75%       90%
                           241510    289306    336108    414912    449510

-------------------------------------------------------------------------------------------------
esdpsu                                                                           (unlabeled)
-------------------------------------------------------------------------------------------------

                 type:  numeric (long)

                range:  [162610,1198373]             units:  1
        unique values:  17845                    missing .:  0/30263

                 mean:    799353
            std. dev:    375859

          percentiles:        10%       25%       50%       75%       90%
                           319006    376408   1.0e+06   1.1e+06   1.2e+06

-------------------------------------------------------------------------------------------------
g06                                                                                   ethnicity
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  g06

                range:  [1,8]                        units:  1
        unique values:  8                    missing .:  462/30263

           tabulation:  Freq.   Numeric  Label
                         1830         1  asian or asian american
                          956         2  american indian or alaskan
                                         native
                         1069         3  black or african-american
                         2756         4  hispanic or latino/latina
                          451         5  native hawaiian or other pacific
                                         islander
                        18296         6  white or caucasian
                         2745         7  other
                         1698         8  more than one race/ethnicity
                                         marked
                          462         .
```

```
-------------------------------------------------------------------------------------------------
d02                                                          have you ever smoked a whole cigarette?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d02

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  1207/30263

           tabulation:  Freq.   Numeric  Label
                        23208         1  no
                         5848         2  yes
                         1207         .

-------------------------------------------------------------------------------------------------
d05                 have you ever had more than a sip or two of beer, wine, or hard liquor (for exam
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d05

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  1335/30263

           tabulation:  Freq.   Numeric  Label
                        14462         1  no
                        14466         2  yes
                         1335         .

-------------------------------------------------------------------------------------------------
d06                                                                  have you ever smoked marijuana?
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d06

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  1225/30263

           tabulation:  Freq.   Numeric  Label
                        23034         1  no
                         6004         2  yes
                         1225         .

-------------------------------------------------------------------------------------------------
d01                                  have you ever smoked a cigarette, even just a puff? (secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d01

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19670/30263

           tabulation:  Freq.   Numeric  Label
                         6963         1  no
                         3630         2  yes
                        19670         .

-------------------------------------------------------------------------------------------------
d03                                   have you ever used chewing tobacco, snuff, or dip?(secondary)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d03

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  20383/30263

           tabulation:  Freq.   Numeric  Label
                         8722         1  no
                         1158         2  yes
                        20383         .

-------------------------------------------------------------------------------------------------
d10                 have you ever, even once in your life, used methamphetamines (meth, crystal meth
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d10

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19747/30263

           tabulation:  Freq.   Numeric  Label
                        10012         1  no
                          504         2  yes
                        19747         .

-------------------------------------------------------------------------------------------------
d68                  during the past 30 days, on how many days did you use any illegal drug including
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d68

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  8450/30263

           tabulation:  Freq.   Numeric  Label
                        18367         1  none
                         3446         2  1 or more
                         8450         .

-------------------------------------------------------------------------------------------------
d14use                                                                       30-day use: cigarettes
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d14use

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  852/30263

           tabulation:  Freq.   Numeric  Label
                         2951         1  yes
                        26460         2  no
                          852         .

-------------------------------------------------------------------------------------------------
d15use                       30-day use: chew tobacco or use snuff/use chewing tobacco, snuff, or dip
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d15use

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  894/30263

           tabulation:  Freq.   Numeric  Label
                         1133         1  use
                        28236         2  no use
                          894         .

-------------------------------------------------------------------------------------------------
d16use                                          30-day use: smoke cigars, cigarillos, or little cigars
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  d16use

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  20849/30263

           tabulation:  Freq.   Numeric  Label
                         1093         1  use
                         8321         2  no use
                        20849         .

-------------------------------------------------------------------------------------------------
d17use                                                              30-day use: smoke tobacco in a pipe
-------------------------------------------------------------------------------------------------
```

```
                type:  numeric (byte)
               label:  d17use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  23133/30263

           tabulation:  Freq.   Numeric  Label
                          348         1  use
                         6782         2  no use
                        23133         .

-------------------------------------------------------------------------------------------------------
d18use                                      30-day use: smoke bidis ('beedies', flavored cigarettes)
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d18use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  23149/30263

           tabulation:  Freq.   Numeric  Label
                          516         1  use
                         6598         2  no use
                        23149         .

-------------------------------------------------------------------------------------------------------
d19use                                                30-day use: smoke clove cigarettes (kreteks)
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d19use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  23167/30263

           tabulation:  Freq.   Numeric  Label
                          345         1  use
                         6751         2  no use
                        23167         .

-------------------------------------------------------------------------------------------------------
d20use                                                                                30-day use: alcohol
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d20use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  915/30263

           tabulation:  Freq.   Numeric  Label
                         6838         1  yes
                        22510         2  no
                          915         .

-------------------------------------------------------------------------------------------------------
d21use                                                                               30-day use: marijuana
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d21use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  953/30263

           tabulation:  Freq.   Numeric  Label
                         3345         1  yes
                        25965         2  no
                          953         .

-------------------------------------------------------------------------------------------------------
d23use              30-day use: use methamphetamines (meth, crystal meth, ice, crank) do not include
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d23use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  8456/30263

           tabulation:  Freq.   Numeric  Label
                          539         1  use
                        21268         2  no use
                         8456         .

-------------------------------------------------------------------------------------------------------
d25use                                                                  30-day use: use ecstasy or mdma
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d25use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  8487/30263

           tabulation:  Freq.   Numeric  Label
                          543         1  use
                        21233         2  no use
                         8487         .

-------------------------------------------------------------------------------------------------------
d61bool                                                                    binge drinking in past 2 weeks
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d61bool

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  8542/30263

           tabulation:  Freq.   Numeric  Label
                         3781         1  yes
                        17940         2  no
                         8542         .

-------------------------------------------------------------------------------------------------------
d63use                                                 30-day use: other drugs not including marijuana
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d63use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  8421/30263

           tabulation:  Freq.   Numeric  Label
                         1106         1  use
                        20736         2  no use
                         8421         .

-------------------------------------------------------------------------------------------------------
d64use                                                                                30-day use: ritalin
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d64use

               range:  [1,2]                        units:  1
        unique values:  2                       missing .:  8555/30263

           tabulation:  Freq.   Numeric  Label
                          765         1  use
                        20943         2  no use
                         8555         .

-------------------------------------------------------------------------------------------------------
d68use                                                 30-day use: other drugs including marijuna
-------------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  d68use

               range:  [1,2]                        units:  1
```

```
        unique values:  2                       missing .:  8450/30263

           tabulation:  Freq.   Numeric  Label
                         3446         1  use
                        18367         2  no use
                         8450         .
```

---

h38bool — carried weapons

```
                 type:  numeric (byte)
                label:  h38bool

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  8097/30263

           tabulation:  Freq.   Numeric  Label
                         2089         1  yes
                        20077         2  no
                         8097         .
```

---

h39bool — carried weapons to school

```
                 type:  numeric (byte)
                label:  h39bool

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  692/30263

           tabulation:  Freq.   Numeric  Label
                         1647         1  yes
                        27924         2  no
                          692         .
```

---

c01bool — bullying

```
                 type:  numeric (byte)
                label:  c01bool

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  1428/30263

           tabulation:  Freq.   Numeric  Label
                         7095         1  yes
                        21740         2  no
                         1428         .
```

---

s04bool — enjoyed school

```
                 type:  numeric (byte)
                label:  s04bool

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  955/30263

           tabulation:  Freq.   Numeric  Label
                        13280         1  yes
                        16028         2  no
                          955         .
```

---

s15bool — feel safe at school

```
                 type:  numeric (byte)
                label:  s15bool

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  366/30263

           tabulation:  Freq.   Numeric  Label
                        25136         1  yes
                         4761         2  no
                          366         .
```

---

numday — average number of fruits/vegetables per day

```
                 type:  numeric (float)

                range:  [0,24]                      units:  .001
        unique values:  149                     missing .:  19620/30263

                 mean:   3.68624
            std. dev:   3.18072

          percentiles:        10%       25%       50%       75%       90%
                               1     1.572     2.714     4.858     7.428
```

---

h07 — number of servings of fruits and vegetables eaten per day(secondary)

```
                 type:  numeric (byte)
                label:  h07

                range:  [1,4]                       units:  1
        unique values:  4                       missing .:  19625/30263

           tabulation:  Freq.   Numeric  Label
                         1051         1  less than 1
                         4593         2  1 to less than 3
                         2448         3  3 to less than 5
                         2546         4  5 or more
                        19625         .
```

---

yqols — youth quality of life scale

```
                 type:  numeric (float)

                range:  [0,100]                     units:  1.000e-07
        unique values:  96                      missing .:  20225/30263

                 mean:   74.2528
            std. dev:   20.6489

          percentiles:        10%       25%       50%       75%       90%
                               45   61.6667        80   91.6667   96.6667
```

---

stu — susceptibility to tobacco use

```
                 type:  numeric (byte)
                label:  stu

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  1363/30263

           tabulation:  Freq.   Numeric  Label
                         8249         1  susceptible
                        20651         2  not susceptible
                         1363         .
```

---

bmi — body mass index

```
                 type:  numeric (float)

                range:  [0,216.45793]               units:  1.000e-09
        unique values:  1815                    missing .:  20323/30263

                 mean:   22.4564
            std. dev:   6.31023
```

```
          percentiles:        10%       25%       50%       75%       90%
                           18.0233   19.5682   21.4563   23.9893    27.982

-------------------------------------------------------------------------------------------------------
badbmi                                                                                improbable bmi
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  badbmi

                range:  [0,1]                        units:  1
        unique values:  2                    missing .:  20323/30263

           tabulation:  Freq.   Numeric  Label
                         9834         0  ok
                          106         1  bad
                        20323         .

-------------------------------------------------------------------------------------------------------
h01                                                                          overweight (secondary)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  h01

                range:  [1,3]                        units:  1
        unique values:  3                    missing .:  20429/30263

           tabulation:  Freq.   Numeric  Label
                          987         1  overweight
                         1352         2  at risk for overweight
                         7495         3  not overweight
                        20429         .

-------------------------------------------------------------------------------------------------------
risk17                                 community risk factor: transitions and mobility (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4.3333335]                units:  1.000e-07
        unique values:  20                   missing .:  19018/30263

                 mean:   2.05864
            std. dev:    .72248

          percentiles:        10%       25%       50%       75%       90%
                             1.25       1.5         2       2.5         3

-------------------------------------------------------------------------------------------------------
risk13                           community risk factor: perceived availability of drugs (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4]                        units:  1.000e-07
        unique values:  19                   missing .:  11910/30263

                 mean:   1.91221
            std. dev:    .936969

          percentiles:        10%       25%       50%       75%       90%
                               1         1   1.66667      2.75       3.5
-------------------------------------------------------------------------------------------------------
risk14                         community risk factor: perceived availability of handguns (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [1,4]                        units:  1
        unique values:  4                    missing .:  19110/30263

           tabulation:  Freq.  Value
                        6248  1
                        2669  2
                        1197  3
                        1039  4
                        19110  .

-------------------------------------------------------------------------------------------------------
risk12                         community risk factor: laws and norms favorable to drugs (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4]                        units:  1.000e-07
        unique values:  37                   missing .:  11687/30263

                 mean:   1.97996
            std. dev:   .651014

          percentiles:        10%       25%       50%       75%       90%
                           1.16667       1.5         2       2.5   2.83333

-------------------------------------------------------------------------------------------------------
risk15              community protective factor: opportunity for prosocial involvement (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4]                        units:  .001
        unique values:  35                   missing .:  19268/30263

                 mean:   2.98052
            std. dev:   .746511

          percentiles:        10%       25%       50%       75%       90%
                              1.9       2.5       3.1       3.5         4

-------------------------------------------------------------------------------------------------------
risk16              community protective factor: community rewards for prosocial involvement (scale
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4]                        units:  1.000e-07
        unique values:  13                   missing .:  11426/30263

                 mean:   2.35562
            std. dev:   .873478

          percentiles:        10%       25%       50%       75%       90%
                                1   1.66667   2.33333         3   3.66667

-------------------------------------------------------------------------------------------------------
risk21                                          family risk factor: poor family management (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4]                        units:  1.000e-07
        unique values:  55                   missing .:  23131/30263

                 mean:   1.88648
            std. dev:   .656973

          percentiles:        10%       25%       50%       75%       90%
                                1     1.375     1.875      2.25      2.75

-------------------------------------------------------------------------------------------------------
risk25               family risk factor: parental attitudes favorable towards drug use (scale value)
-------------------------------------------------------------------------------------------------------

                 type:  numeric (float)

                range:  [1,4]                        units:  1.000e-07
        unique values:  13                   missing .:  23213/30263

                 mean:   1.39811
            std. dev:   .624339

          percentiles:        10%       25%       50%       75%       90%
                                1         1         1   1.66667   2.33333
```

```
-------------------------------------------------------------------------------------------------
risk26              family risk factor: parental attitudes favorable to antisocial behavior (scale v
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  12                       missing .:  23261/30263

                  mean:   1.41286
             std. dev:   .580342

           percentiles:        10%       25%       50%       75%       90%
                                 1         1   1.33333   1.66667   2.33333

-------------------------------------------------------------------------------------------------
risk22               family protective factor: opportunities for prosocial involvement (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  13                       missing .:  25215/30263

                  mean:   3.21546
             std. dev:    .70132

           percentiles:        10%       25%       50%       75%       90%
                           2.33333         3   3.33333   3.66667         4

-------------------------------------------------------------------------------------------------
risk23                     family protective factor: rewards for prosocial involvement (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  19                       missing .:  25242/30263

                  mean:    3.4279
             std. dev:   .609778

           percentiles:        10%       25%       50%       75%       90%
                               2.5         3       3.5         4         4

-------------------------------------------------------------------------------------------------
risk31                                          school risk factor: academic failure (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  .001
         unique values:  19                       missing .:  12080/30263

                  mean:   2.02401
             std. dev:   .661424

           percentiles:        10%       25%       50%       75%       90%
                                 1       1.5     1.875     2.375     2.875

-------------------------------------------------------------------------------------------------
risk32                                    school risk factor: low school commitment (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,5]                        units:  1.000e-07
         unique values:  131                      missing .:  11657/30263

                  mean:   2.30827
             std. dev:   .709017

           percentiles:        10%       25%       50%       75%       90%
                               1.4       1.8   2.28571   2.76143   3.28571

-------------------------------------------------------------------------------------------------
risk33                  school protective factor: opportunity for prosocial involvement (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  .01
         unique values:  25                       missing .:  19136/30263

                  mean:   2.80871
             std. dev:    .52221

           percentiles:        10%       25%       50%       75%       90%
                               2.2       2.6       2.8       3.2       3.4

-------------------------------------------------------------------------------------------------
risk34                        school protective factor: rewards for prosocial involvement (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  19                       missing .:  11400/30263

                  mean:   2.68724
             std. dev:   .607106

           percentiles:        10%       25%       50%       75%       90%
                                 2      2.25      2.75         3       3.5

-------------------------------------------------------------------------------------------------
risk46                             peer-individual risk factor: perceived risks of drug use (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  19                       missing .:  13349/30263

                  mean:   1.83979
             std. dev:   .753277

           percentiles:        10%       25%       50%       75%       90%
                                 1      1.25      1.75      2.25         3

-------------------------------------------------------------------------------------------------
risk41                           peer-individual risk factor: early initiation of drug use (scale value)
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [0,8]                        units:  1.000e-08
         unique values:  46                       missing .:  19681/30263

                  mean:   1.73325
             std. dev:   2.01856

           percentiles:        10%       25%       50%       75%       90%
                                 0         0         1         3         5

-------------------------------------------------------------------------------------------------
risk42               peer-individual risk factor: early initiation of antisocial behavior (scale valu
-------------------------------------------------------------------------------------------------

                  type:  numeric (float)

                 range:  [0,8]                        units:  1.000e-07
         unique values:  47                       missing .:  19790/30263

                  mean:   .834853
             std. dev:   1.48302

           percentiles:        10%       25%       50%       75%       90%
                                 0         0         0      1.25         3

-------------------------------------------------------------------------------------------------
risk44                peer-individual risk factor: favorable attitudes towards drug use (scale value)
-------------------------------------------------------------------------------------------------
```

```
                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  19                       missing .:  12990/30263

                  mean:   1.45741
             std. dev:   .692239

           percentiles:        10%       25%       50%       75%       90%
                                 1         1         1      1.75       2.5
```

---

risk43 peer-individual risk factor: favorable attitudes to antisocial behavior (scale v

---

```
                  type:  numeric (float)

                 range:  [1,4]                        units:  .01
         unique values:  24                       missing .:  19971/30263

                  mean:   1.63123
             std. dev:   .634659

           percentiles:        10%       25%       50%       75%       90%
                                 1         1       1.4         2       2.6
```

---

risk48 peer-individual risk factor: rewards for antisocial involvement (scale value)

```
                  type:  numeric (float)

                 range:  [1,5]                        units:  1.000e-07
         unique values:  24                       missing .:  19298/30263

                  mean:   1.82522
             std. dev:   .887927

           percentiles:        10%       25%       50%       75%       90%
                                 1         1       1.5      2.25         3
```

---

risk47 peer-individual risk factor: friends' use of drugs (scale value)

```
                  type:  numeric (float)

                 range:  [0,4]                        units:  1.000e-08
         unique values:  24                       missing .:  20291/30263

                  mean:   .833175
             std. dev:   1.00406

           percentiles:        10%       25%       50%       75%       90%
                                 0         0        .5       1.5       2.5
```

---

risk56 peer-individual risk factor: interaction with antisocial peers (scale value)

```
                  type:  numeric (float)

                 range:  [0,4]                        units:  1.000e-08
         unique values:  41                       missing .:  19398/30263

                  mean:   .291351
             std. dev:   .556273

           percentiles:        10%       25%       50%       75%       90%
                                 0         0         0   .333333         1
```

---

risk45 peer-individual risk factor: intentions to use (scale value)

```
                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  13                       missing .:  20278/30263

                  mean:   1.72404
             std. dev:   .631721

           percentiles:        10%       25%       50%       75%       90%
                                 1   1.33333   1.66667         2   2.66667
```

---

risk57 peer-individual protective factor: interactions with prosocial peers (scale valu

---

```
                  type:  numeric (float)

                 range:  [0,4]                        units:  1.000e-08
         unique values:  41                       missing .:  12688/30263

                  mean:   2.37513
             std. dev:   1.02898

           percentiles:        10%       25%       50%       75%       90%
                                .8       1.6       2.6       3.2       3.6
```

---

risk50 peer-individual protective factor: belief in the moral order (scale value)

```
                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  19                       missing .:  19248/30263

                  mean:   2.99434
             std. dev:   .672689

           percentiles:        10%       25%       50%       75%       90%
                                 2       2.5         3       3.5         4
```

---

risk58 peer-individual protective factor: prosocial involvement (scale value)

```
                  type:  numeric (float)

                 range:  [1,8]                        units:  1.000e-07
         unique values:  29                       missing .:  11414/30263

                  mean:    2.8408
             std. dev:   1.54851

           percentiles:        10%       25%       50%       75%       90%
                           1.33333   1.66667   2.33333   3.66667         5
```

---

risk49 peer-individual protective factor: social skills (scale value)

```
                  type:  numeric (float)

                 range:  [1,4]                        units:  1.000e-07
         unique values:  19                       missing .:  19355/30263

                  mean:   3.02341
             std. dev:   .725387

           percentiles:        10%       25%       50%       75%       90%
                                 2       2.5      3.25       3.5      3.75
```

---

risk12p community risk factor: laws and norms favorable to drugs (at risk or not)

```
                  type:  numeric (byte)
                 label:  risk12p

                 range:  [1,2]                        units:  1
```

```
        unique values:  2                       missing .:  11687/30263

           tabulation:  Freq.   Numeric  Label
                         6713         1  above cutoff point - high risk
                        11863         2  below cutoff point - low risk
                        11687         .

-------------------------------------------------------------------------------------------------------------
risk13p                       community risk factor: perceived availability of drugs (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk13p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  11910/30263

           tabulation:  Freq.   Numeric  Label
                         5050         1  above cutoff point - high risk
                        13303         2  below cutoff point - low risk
                        11910         .

-------------------------------------------------------------------------------------------------------------
risk31p                                        school risk factor: academic failure (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk31p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  12080/30263

           tabulation:  Freq.   Numeric  Label
                         8131         1  above cutoff point - high risk
                        10052         2  below cutoff point - low risk
                        12080         .

-------------------------------------------------------------------------------------------------------------
risk32p                                    school risk factor: low school commitment (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk32p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  11657/30263

           tabulation:  Freq.   Numeric  Label
                         7736         1  above cutoff point - high risk
                        10870         2  below cutoff point - low risk
                        11657         .

-------------------------------------------------------------------------------------------------------------
risk44p             peer-individual risk factor: favorable attitudes towards drug use (at risk or no
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk44p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  12990/30263

           tabulation:  Freq.   Numeric  Label
                         4894         1  above cutoff point - high risk
                        12379         2  below cutoff point - low risk
                        12990         .

-------------------------------------------------------------------------------------------------------------
risk46p                       peer-individual risk factor: perceived risks of drug use (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk46p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  13349/30263

           tabulation:  Freq.   Numeric  Label
                         5675         1  above cutoff point - high risk
                        11239         2  below cutoff point - low risk
                        13349         .

-------------------------------------------------------------------------------------------------------------
risk14p                       community risk factor: perceived availability of handguns (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk14p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  19110/30263

           tabulation:  Freq.   Numeric  Label
                         3067         1  above cutoff point - high risk
                         8086         2  below cutoff point - low risk
                        19110         .

-------------------------------------------------------------------------------------------------------------
risk17p                                community risk factor: transitions and mobility (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk17p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  19018/30263

           tabulation:  Freq.   Numeric  Label
                         5966         1  above cutoff point - high risk
                         5279         2  below cutoff point - low risk
                        19018         .

-------------------------------------------------------------------------------------------------------------
risk21p                                    family risk factor: poor family management (at risk or not)
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk21p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  23131/30263

           tabulation:  Freq.   Numeric  Label
                         2830         1  above cutoff point - high risk
                         4302         2  below cutoff point - low risk
                        23131         .

-------------------------------------------------------------------------------------------------------------
risk25p             family risk factor: parental attitudes favorable towards drug use (at risk or no
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk25p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  23213/30263

           tabulation:  Freq.   Numeric  Label
                         2682         1  above cutoff point - high risk
                         4368         2  below cutoff point - low risk
                        23213         .

-------------------------------------------------------------------------------------------------------------
risk26p             family risk factor: parental attitudes favorable to antisocial behavior (at risk
-------------------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk26p

                range:  [1,2]                       units:  1
        unique values:  2                       missing .:  23261/30263

           tabulation:  Freq.   Numeric  Label
                         3526         1  above cutoff point - high risk
```

```
                      3476          2  below cutoff point - low risk
                     23261          .
```

```
risk42p              peer-individual risk factor: early initiation of antisocial behavior (at risk or
```

```
                 type:  numeric (byte)
                label:  risk42p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19790/30263

           tabulation:  Freq.   Numeric  Label
                         3606         1  above cutoff point - high risk
                         6867         2  below cutoff point - low risk
                        19790         .
```

```
risk41p                    peer-individual risk factor: early initiation of drug use (at risk or not)
```

```
                 type:  numeric (byte)
                label:  risk41p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19681/30263

           tabulation:  Freq.   Numeric  Label
                         3016         1  above cutoff point - high risk
                         7566         2  below cutoff point - low risk
                        19681         .
```

```
risk43p              peer-individual risk factor: favorable attitudes to antisocial behavior (at risk
```

```
                 type:  numeric (byte)
                label:  risk43p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19971/30263

           tabulation:  Freq.   Numeric  Label
                         3954         1  above cutoff point - high risk
                         6338         2  below cutoff point - low risk
                        19971         .
```

```
risk45p                              peer-individual risk factor: intentions to use (at risk or not)
```

```
                 type:  numeric (byte)
                label:  risk45p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  20278/30263

           tabulation:  Freq.   Numeric  Label
                         3100         1  above cutoff point - high risk
                         6885         2  below cutoff point - low risk
                        20278         .
```

```
risk47p                           peer-individual risk factor: friends' use of drugs (at risk or not)
```

```
                 type:  numeric (byte)
                label:  risk47p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  20291/30263

           tabulation:  Freq.   Numeric  Label
                         2694         1  above cutoff point - high risk
                         7278         2  below cutoff point - low risk
                        20291         .
```

```
risk48p              peer-individual risk factor: rewards for antisocial involvement (at risk or not)
```

```
                 type:  numeric (byte)
                label:  risk48p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19298/30263

           tabulation:  Freq.   Numeric  Label
                         5373         1  above cutoff point - high risk
                         5592         2  below cutoff point - low risk
                        19298         .
```

```
risk56p               peer-individual risk factor: interaction with antisocial peers (at risk or not)
```

```
                 type:  numeric (byte)
                label:  risk56p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19398/30263

           tabulation:  Freq.   Numeric  Label
                         4791         1  above cutoff point - high risk
                         6074         2  below cutoff point - low risk
                        19398         .
```

```
-------------------------------------------------------------------------------------------------
risk16p             community protective factor: community rewards for prosocial involvement (at ris
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk16p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  11426/30263

           tabulation:  Freq.   Numeric  Label
                         9443         1  above cutoff point - high
                                         protection
                         9394         2  below cutoff point - low
                                         protection
                        11426         .

-------------------------------------------------------------------------------------------------
risk22p             family protective factor: opportunities for prosocial involvement (at risk or no
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk22p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  25215/30263

           tabulation:  Freq.   Numeric  Label
                         2951         1  above cutoff point - high
                                         protection
                         2097         2  below cutoff point - low
                                         protection
                        25215         .

-------------------------------------------------------------------------------------------------
risk23p                 family protective factor: rewards for prosocial involvement (at risk or not)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk23p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  25242/30263

           tabulation:  Freq.   Numeric  Label
                         3136         1  above cutoff point - high
                                         protection
                         1885         2  below cutoff point - low
                                         protection
                        25242         .

-------------------------------------------------------------------------------------------------
risk34p                 school protective factor: rewards for prosocial involvement (at risk or not)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk34p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  11400/30263

           tabulation:  Freq.   Numeric  Label
                        10051         1  above cutoff point - high
                                         protection
                         8812         2  below cutoff point - low
                                         protection
                        11400         .

-------------------------------------------------------------------------------------------------
risk57p             peer-individual protective factor: interactions with prosocial peers (at risk or
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk57p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  12688/30263

           tabulation:  Freq.   Numeric  Label
                         9199         1  above cutoff point - high
                                         protection
                         8376         2  below cutoff point - low
                                         protection
                        12688         .

-------------------------------------------------------------------------------------------------
risk58p                    peer-individual protective factor: prosocial involvement (at risk or not)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk58p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  11414/30263

           tabulation:  Freq.   Numeric  Label
                         8099         1  above cutoff point - high
                                         protection
                        10750         2  below cutoff point - low
                                         protection
                        11414         .

-------------------------------------------------------------------------------------------------
risk15p             community protective factor: opportunity for prosocial involvement (at risk or n
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk15p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19268/30263

           tabulation:  Freq.   Numeric  Label
                         7912         1  above cutoff point - high
                                         protection
                         3083         2  below cutoff point - low
                                         protection
                        19268         .

-------------------------------------------------------------------------------------------------
risk33p             school protective factor: opportunity for prosocial involvement (at risk or not)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk33p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19136/30263

           tabulation:  Freq.   Numeric  Label
                         6742         1  above cutoff point - high
                                         protection
                         4385         2  below cutoff point - low
                                         protection
                        19136         .
```

```
-------------------------------------------------------------------------------------------------
risk49p                          peer-individual protective factor: social skills (at risk or not)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk49p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19355/30263

           tabulation:  Freq.   Numeric  Label
                         7312         1  above cutoff point - high
                                         protection
                         3596         2  below cutoff point - low
                                         protection
                        19355         .

-------------------------------------------------------------------------------------------------
risk50p                peer-individual protective factor: belief in the moral order (at risk or not)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  risk50p

                range:  [1,2]                        units:  1
        unique values:  2                    missing .:  19248/30263

           tabulation:  Freq.   Numeric  Label
                         6990         1  above cutoff point - high
                                         protection
                         4025         2  below cutoff point - low
                                         protection
                        19248         .

-------------------------------------------------------------------------------------------------
blank                                                                                 blank survey
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  blank

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  ok

-------------------------------------------------------------------------------------------------
mblank                                                              mostly blank (<15 responses)
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  mblank

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  ok

-------------------------------------------------------------------------------------------------
reggrdok                                                                  registered school grade
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  reggrdok

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         1  yes
```

```
-------------------------------------------------------------------------------------------------
notgrade                                                                        invalid grade
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  notgrade

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  ok

-------------------------------------------------------------------------------------------------
dishonst                                                                            dishonest
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  dishonst

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  ok

-------------------------------------------------------------------------------------------------
incon                                                                           inconsistent
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  incon

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  ok

-------------------------------------------------------------------------------------------------
inconcnt                                                  number of inconsistency checks failed
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [0,2]                        units:  1
        unique values:  3                    missing .:  0/30263

           tabulation:  Freq.  Value
                        23665  0
                         5937  1
                          661  2

-------------------------------------------------------------------------------------------------
improb                                                                    improbable pattern
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  improb

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  ok
```

```
-------------------------------------------------------------------------------------------------
nscreen                                                    number of qc screening checks failed
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.  Value
                        30263  0

-------------------------------------------------------------------------------------------------
ncull                                              number of qc honesty/completeness checks failed
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [0,0]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.  Value
                        30263  0

-------------------------------------------------------------------------------------------------
qc                                                                                      qc status
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  qc

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         1  valid

-------------------------------------------------------------------------------------------------
validrec                                                                               validity
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  validrec

                range:  [1,1]                        units:  1
        unique values:  1                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         1  valid

-------------------------------------------------------------------------------------------------
consnum                                                                    consortium number
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)

                range:  [0,4]                        units:  1
        unique values:  3                    missing .:  0/30263

           tabulation:  Freq.  Value
                        30238  0
                            9  1
                           16  4
```

```
-------------------------------------------------------------------------------------------------
esdnum                                                                                  esd number
-------------------------------------------------------------------------------------------------

                 type:  numeric (int)

                range:  [101,189]                    units:  1
        unique values:  9                    missing .:  0/30263

           tabulation:  Freq.  Value
                         3917  101
                         2613  105
                         2893  112
                         1880  113
                         1111  114
                         9434  121
                         1411  123
                         1835  171
                         5169  189

-------------------------------------------------------------------------------------------------
reqnorpt                                                 school requested not to receive local report
-------------------------------------------------------------------------------------------------

                 type:  numeric (byte)
                label:  reqnorpt, but 1 nonmissing value is not labeled

                range:  [-1,0]                       units:  1
        unique values:  2                    missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                          241        -1
                        30022         0  no

-------------------------------------------------------------------------------------------------
esdname                                                                               (unlabeled)
-------------------------------------------------------------------------------------------------

                 type:  string (str46)

        unique values:  9                    missing "":  0/30263

           tabulation:  Freq.  Value
                         3917  "Educational Service District 101"
                         2613  "Educational Service District 105"
                         2893  "Educational Service District 112"
                         1880  "Educational Service District 113"
                         1411  "Educational Service District 123"
                         1835  "North Central Educational Service
                               District 171"
                         5169  "Northwest Educational Service District
                               189"
                         1111  "Olympic Educational Service District
                               114"
                         9434  "Puget Sound Educational Service
                               District"

              warning:  variable has embedded blanks

-------------------------------------------------------------------------------------------------
coname                                                                                (unlabeled)
-------------------------------------------------------------------------------------------------

                 type:  string (str19)

        unique values:  35                   missing "":  0/30263

             examples:  "Grays Harbor County"
                        "King County"
                        "Pierce County"
                        "Spokane County"

              warning:  variable has embedded blanks
```

```
-------------------------------------------------------------------------------------------------
distname                                                                          (unlabeled)
-------------------------------------------------------------------------------------------------

                type:  string (str42), but longest is str37

        unique values:  107                     missing "":  0/30263

             examples:  "Eastmont School District"
                        "Kent School District"
                        "Peninsula School District"
                        "Spokane School District"

             warning:  variable has embedded blanks

-------------------------------------------------------------------------------------------------
schname                                                                           (unlabeled)
-------------------------------------------------------------------------------------------------

                type:  string (str62), but longest is str56

        unique values:  191                     missing "":  0/30263

             examples:  "Eastmont Senior High School (Eastmont)"
                        "J. M. Weatherwax High School (Aberdeen)"
                        "Mt. Rainier High School (Highline)"
                        "Skyview High School (Vancouver)"

             warning:  variable has embedded blanks

-------------------------------------------------------------------------------------------------
consname                                                                          (unlabeled)
-------------------------------------------------------------------------------------------------

                type:  string (str38), but longest is str32

        unique values:  2                       missing "":  30238/30263

           tabulation:  Freq.  Value
                        30238  ""
                            9  "Thorp/Easton She-Cats Consortium"
                           16  "Wilbur/Creston Consortium"

             warning:  variable has embedded blanks

-------------------------------------------------------------------------------------------------
staterec                                                                 part of state sample
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  staterec

               range:  [1,1]                        units:  1
        unique values:  1                       missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         1  sampled

-------------------------------------------------------------------------------------------------
corec                                                                  part of county sample
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  corec

               range:  [1,1]                        units:  1
        unique values:  1                       missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         1  sampled
```

```
-------------------------------------------------------------------------------------------------
esdrec                                                        included in esd-level aggregates
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  esdrec

               range:  [1,1]                        units:  1
        unique values:  1                       missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         1  yes

-------------------------------------------------------------------------------------------------
distrec                                                     included in district-level aggregates
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  distrec

               range:  [0,1]                        units:  1
        unique values:  2                       missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                            8         0  no
                        30255         1  yes

-------------------------------------------------------------------------------------------------
wrngform                                                 student took wrong version of the form
-------------------------------------------------------------------------------------------------

                type:  numeric (byte)
               label:  wrngform

               range:  [0,0]                        units:  1
        unique values:  1                       missing .:  0/30263

           tabulation:  Freq.   Numeric  Label
                        30263         0  no

-------------------------------------------------------------------------------------------------
esdgrd                                                                            esd grade
-------------------------------------------------------------------------------------------------

                type:  numeric (long)

               range:  [10106,18912]                units:  1
        unique values:  36                      missing .:  0/30263

                mean:   13024.3
           std. dev:   3074.53

         percentiles:        10%       25%       50%       75%       90%
                           10112     11208     12106     12310     18908

-------------------------------------------------------------------------------------------------
cogrd                                                                          county-grade
-------------------------------------------------------------------------------------------------

                type:  numeric (int)

               range:  [206,3912]                   units:  1
        unique values:  105                     missing .:  0/30263

                mean:   2276.66
           std. dev:   1063.98

         percentiles:        10%       25%       50%       75%       90%
                             610      1706      2608      3206      3710
```

```
-------------------------------------------------------------------------------------------------
distgrd                                                                          district-grade
-------------------------------------------------------------------------------------------------

                 type:  numeric (long)

                range:  [225006,3920812]            units:  1
        unique values:  197                      missing .:  0/30263

                 mean:   2.3e+06
            std. dev:   1.1e+06

          percentiles:        10%       25%       50%       75%       90%
                           611706   1.7e+06   2.6e+06   3.2e+06   3.8e+06

-------------------------------------------------------------------------------------------------
consgrd                                                                      consortium grade
-------------------------------------------------------------------------------------------------

                 type:  numeric (int)

                range:  [6,408]                     units:  1
        unique values:  6                        missing .:  0/30263

           tabulation:  Freq.  Value
                         7862  6
                         8441  8
                         8059  10
                         5876  12
                            9  108
                           16  408

-------------------------------------------------------------------------------------------------
codis                                                                              (unlabeled)
-------------------------------------------------------------------------------------------------

                 type:  numeric (long)

                range:  [2250,39208]                units:  1
        unique values:  107                      missing .:  0/30263

                 mean:     22906
            std. dev:   10637.8

          percentiles:        10%       25%       50%       75%       90%
                             6117     17001     26056     32081     37504
```